

# The BUSINESS EDUCATION World

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## CONTENTS

The A-B-C's of Guidance . . . . .	<i>K. B. Haas and R. F. Cromwell</i>	181
Morse Code Typewriting Clubs . . . . .	<i>David J. Kappel</i>	183
A Project in Ability Grouping . . . . .	<i>Elizabeth A. Nash</i>	186
Let's Put on the Gloves! . . . . .	<i>Elmer J. Knisely</i>	189
The Counting House . . . . .	<i>Bookkeeping, Mathematics, Law</i>	191
B.E.W.'s Monthly Bookkeeping Contest . . . . .	<i>Milton Briggs</i>	192
Doing vs. Listening in High School Law . . . . .	<i>Frederic T. Hawes</i>	195
News from Washington . . . . .		197
Anchors Aweigh! . . . . .	<i>Anonymous</i>	198
Businessmen Co-operate in Commercial Training . . . . .	<i>C. J. Everest</i>	201
Introducing an In-Service Course . . . . .	<i>Jack G. Edelman</i>	203
We Are All Salesmen . . . . .	<i>Harry D. Smith</i>	205
They Sell Air Space . . . . .	<i>Frances Aves Smith</i>	210
Wondering and Wandering . . . . .	<i>Louis A. Leslie</i>	215
A Message to O.B.E. Clubs . . . . .		217
The December Transcription Tests . . . . .	<i>Helen Reynolds</i>	219
On the Lookout . . . . .	<i>Archibald Alan Bowle</i>	222
A Shortcut to Shorthand Speed . . . . .	<i>Clyde I. Blanchard</i>	223
Indiana Business Enrollments Studied . . . . .		225
This Office Practice Isn't Play! . . . . .	<i>Dorothy M. Johnson</i>	226
School News and Personal Items . . . . .		227
Your Duplicating Equipment . . . . .		230
Your Professional Reading . . . . .	<i>F. Blair Mayne</i>	232
Visualizing Statistics . . . . .		234
Shorthand Dictation Material . . . . .	<i>The Gregg Writer</i>	235

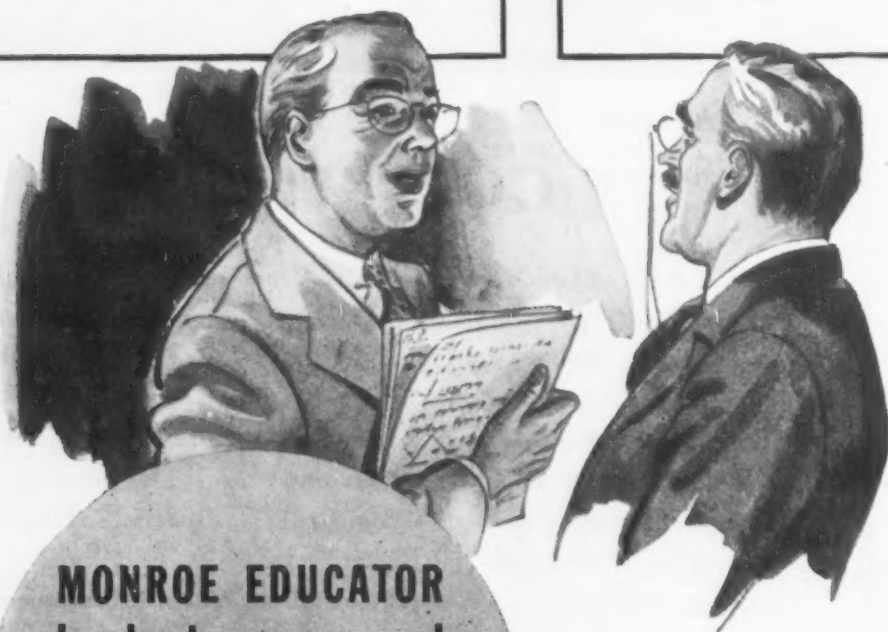
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## The A-B-C's of Guidance

KENNETH B. HAAS and R. FLOYD CROMWELL

This is the first of several articles about guidance principles written for the B.E.W. by Dr. Haas and Dr. Cromwell. In forthcoming issues will be suggestions for beginning guidance programs, a valuable bibliography, and reports based on guidance experiences extending over many years.

IN order that we may understand the place of guidance in any program of education, let us do a little homework. Take a sheet of paper and divide it into four columns. In the first column write the words, *English, languages, mathematics, science, and history*. In the second column write the words, *agriculture, home economics, vocational industrial education, bookkeeping, stenography, typing*. In the next column write *music, art, dramatics, physical education*; and in the last column write *organization, administration, supervision, library service, and guidance*. Reading the first three columns from left to right, you have in approximate chronological order the development of subject-matter areas in American high schools.

When certain schools were recently surveyed to see what use was being made of teacher resources, it was found that schools of approximately the same size, with the same teacher resources, varied as much as 25 per cent in the teacher-time spent in the areas listed in the three columns. This is no brief for the expenditure of teacher-time in the academic, vocational, or fine-arts areas, but it does raise the question of how a school can actually serve its pupils if some areas are unduly weighted in proportion to the other areas.

The fourth column might be considered the service area of the school's program. All services rendered here are twofold in purpose. First and foremost, they help those responsible for instruction in the different subject-matter areas to do a more efficient job; second, they render direct service to pupils because of the pupils' contact with school staff members directly assigned to specific tasks in such things as administration, library service, and guidance.

### *A Program of Action*

After we have attempted to fix the place of guidance in any program of education, we must then attempt to translate it into a program of action for the individual school.

In response to the question, "What part do you play in the guidance program?" a teacher recently replied, "Nothing much. You know I am not the guidance person here."

That idea is much too general among the rank and file of teachers in secondary schools. We need to see guidance as a function of secondary education with each member of the staff fully understanding his responsibilities and making his contributions. Guidance must be an all-staff project that enlists the services of each teacher to some degree.

Each member of a school staff will need spe-



Kenneth B. Haas

DR. KENNETH B. HAAS, since collaborating with Dr. Cromwell on the accompanying article, has been commissioned a Captain in the Army of the United States. He will serve as an instructor in teacher training in a Chemical Warfare School. The techniques of the training will be similar to those he has used in the training of store executives, as Regional Agent for Distributive Education, U. S. Office of Education.



R. Floyd Cromwell

DR. R. F. CROMWELL is state supervisor of guidance for Maryland and president of the National Association of State Supervisors of Guidance. He has been especially active in establishing work-experience and guidance programs in rural high schools. He has taught in the summer sessions of the University of Maryland and Harvard University.

cific training in direct proportion to the guidance services for which he has assumed responsibility. Sincere interest in adolescents and adequate training are two indispensable requisites for a successful guidance worker.

Often there is a feeling that a lack of one of these requisites may be compensated for by an abundance of the other. This attitude often results in one of two extreme positions being taken concerning guidance personnel: first, that anybody can do guidance work if his heart is in the right place; second, that only the technical expert has anything of value to contribute to a program.

Most teachers and school administrators will fail to agree with either extreme, but will believe that each member of a teaching staff has a contribution to make to a school guidance program.

Unfortunately, there has grown up the idea that every worth-while thing a school does for its pupils should be labeled guidance. Such an idea tends to spread the services of guidance so thin that it is not likely to be effective in any certain area. Certainly guidance has a close relationship with all education, but there are certain aspects of any educational program that need not be the responsibility of the guidance personnel.

Few will deny that the making of courses of study, teaching, the supervision of teaching, vocational training, discipline, and extracurricular activities are closely allied with the guidance activities of any school, and that any guidance service may traverse the entire educational field in which these activities are an important and integral part. In these activities, guidance may co-operate but never assume over-all responsibility.

Guidance is not a mopping-up process for all disasters in the educational field. It is a positive program in its own right. Any guidance program that expends the energies of its workers in meeting one pupil crisis after another will have a record of much busy work done, but little of permanent value accomplished. As a positive program, a guidance plan should accomplish definite things and render definite services to youths in our high schools.

1. It should help the pupil select wisely his program of studies in high school.
2. It should bridge the gap between elementary and high school.
3. It should make the pupil aware of his opportunities while he is in the school and of additional training that he can obtain later.
4. It should make for closer correlation between the aims and purposes of elementary, junior, and senior high schools.
5. It should help the pupil orient himself quickly in his new school situation.
6. It should help him discover his abilities, interests, possibilities, and probabilities.
7. It should help him obtain current, adequate, and accurate information concerning educational and vocational opportunities available to him.
8. It should aid him in making rational future plans based on the knowledge of himself (his assets and liabilities) and the occupational area he is planning to enter.
9. It should, in the present emergency, help the pupil wisely readjust plans for his lifework.
10. It should help him work wisely with resources other than those he will personally possess.

We readily accept the fact that persons differ from one another. Guidance is concerned with the ways in which they differ and the degree of this difference. When we recognize individual differences and do something specific and intelligent about them, we are then well on our way to a functioning program of guidance.



# Morse Code Typewriting Clubs

DAVID J. KAPPEL

*Far Rockaway (New York) High School*

INTERNATIONAL MORSE CODE is used for signaling with the hand or with a flag, a lantern, or a flashing light, and for transmitting messages by radio and sound. When we realize the grave importance of many of the messages that are being sent in Morse Code at this very moment, it is easy to understand that keen interest in code can be aroused in high school students. One of the problems the Army faces in training men for signaling has been expressed thus by Major Gen. Walter E. Prosser, Commandant of the Camp Crowder Signal Corps: "Complicating the tasks of the radio instructors is the fact that some men know touch typing, while others don't. Some already know the International Morse Code but can't type—and vice versa."

At Far Rockaway (New York) High School, we now have six Morse Code Typewriting Clubs, although we had originally planned only to use Morse Code exercises as supplementary work in the typewriting classes. Our clubs were organized for the purpose of teaching pupils the International Morse Code, especially in its application to the typewriter. The clubs meet in our typewriting rooms.

## *Typing Teachers Co-operate*

Every typewriting teacher in the department is co-operating in the project as part of his contribution to the victory drive, each directing a different group of students, who meet once or twice a week after school hours. We plan to open a regular course in Morse Code typewriting in February. George Rowan, of the Physical Science Department, adviser of our Radio Club, is technical consultant for the new clubs.

The original suggestion that code be taught in the high school came from Robert E. Slaughter, of the Gregg Publishing Company. Then Nathaniel Altholz, director of Commercial Education for New York, told me of a visit he had made to the Signal Corps School at Fort Monmouth, New Jersey, and asked me to investigate the subject of typewriting for radio operators.

With the approval of the principal, Miss Monica D. Ryan, plans for organizing six Morse Code Typewriting Clubs were put into effect. Membership is limited to students in the third to eighth terms who have a basic knowledge of typewriting. We began with 210 club members, about thirty-five in each club. This number is increasing rapidly.

## *Equipment for Teaching Code*

Much of the equipment we are using was brought in by students. One girl lent us her Western Union De Luxe Radio-Telegraph Signal Set, consisting of two instruments and two rolls of wire. She had purchased it in the toy department of R. H. Macy and Company, New York City. It operates for both sight and sound practice; that is, it buzzes for wireless transmission, flashes for night signaling, and clicks for telegraphic transmission by wire. It is manufactured by the S. B. Manufacturing Corporation, 34-34th Street, Bush Terminal, Brooklyn, New York.

Another device contributed by a student is a Pocket Signal Disk, manufactured for the Boy Scouts of America, 2 Park Avenue, New York, by the Standard Novelty Company, La Jolla, California. This device does not use sound; the learner tests his knowledge of code by endeavoring to call the meaning of the characters that appear in an opening as he turns a wheel.

We also have a diagram of a "blinker system" used in the Coast Guard, and shall soon have the use of an oscillator belonging to the Physical Science Department.

Arrangements are being made with the Dictaphone Corporation to set up special apparatus in conjunction with our transcribing machines, so that, by using multiple ear phones, eight students may listen to the code played back from records.

The flashlight system can also be used for teaching and practice. In this, a dot is represented by a flash of about a half second's duration, a dash by a flash of about one and one-half seconds. The interval between dots and

## Typed Communications in the Armed Forces

(Each communication is fictitious)

AVWUV MYRJJ QBALL BEVCS JHPWN IWZIC FJHJR TYEY LDXCL LOOHQ  
XMIUS EVNTU ORQGF FQPXE TSNAY BCKPX WOOGP DSHJF XTQMZ MZCAN  
OWVAR MDINU AILAA CADYC NFEVW AYQNS DEVQZ RBKOY QRHIE SAIQM

**Letter Code:** To be typed at from twenty to forty groups of five characters each a minute for at least 10 consecutive minutes.

69872 74521 83904 90128 09874 68421 73890 89024 91378 02389  
50786 45789 37890 23451 12345 14325 27897 32746 43289 51623  
12345 23750 34877 45986 51487 52780 41098 37892 24109 15324

**Numeral Code:** To be typed at from ten to twenty groups of five characters each a minute for at least 10 consecutive minutes.

0K409 5I152 9G097 4E544 8V286 3Z738 7X970 2V321 8T862 6R615  
L0BKL J1AIJ H2BGH F3AEF C4BVC A5AZA Y6BXY W7AVW U8BTU S9ARS  
ZBS93 XFU86 VJW74 TNY60 RRA51 PVC48 NZF32 LAH25 JDJ17 HZL09

**Cipher—Mixed Letters and Numerals:** To be typed at from fifteen to thirty groups of five characters each a minute for at least 10 consecutive minutes.

OG2 V LM5 G BT

NR23 ENEMY TANKS AND ARMORED DIVISION CONCENTRATING BEHIND  
HILL ONE ONE FOUR IN RAVINES BEYOND RANGE OUR ARTILLERY STOP  
TWO PRISONERS REPORT MAIN ATTACK WILL CENTER THERE 456P VA

**Army Message:** A message in plain language with certain procedural symbols of the utmost importance added; hence the need for absolute accuracy as well as speed.

142330 IMMEDIATELY UPON RECEIPT HEREOF TRANSFER TWENTY  
APPRENTICE SEAMEN TO CAPTAIN OF THE PORT NORFOLK VIRGINIA  
TRAVEL CHARGEABLE AGAINST HDQTRS TRAVEL ALLOTMENT SYMBOL  
74-30

**Coast Guard Message:** This message is typical of plain messages used in the Navy and Coast Guard.

dashes should be about a half second; between letters, one and one-half seconds; and between words, about three seconds.

When no instrument is available, the "oral method" may be used; that is, the instructor may enunciate the sounds.

Another way of teaching is illustrated on page 130 of *Radio News* for November, 1942. This magazine is published by the Ziff-Davis Publishing Company, 540 Michigan Avenue, Chicago.

An interesting article on code by Benjamin Graham, entitled "Morse Code in a Morsel," appeared in *Esquire* for March, 1942. *Esquire* is published at 919 N. Michigan Ave., Chicago.

I recommend that teachers familiarize themselves with *Radio Code Manual* (Twenty Lessons on the Radio Code and Selected Projects on Code-Learning Equipment), by Arthur R. Nilson, McGraw-Hill Book Company, 330 West 42d Street, New York.

### The Teaching Begins

At the first club session, we used the Western Union instrument to teach the letters in alphabetic order, proceeding to simple words like *cab*, *dad*, *ace*, *cad* and *bad*. After some experimentation, however, we decided that this method was too difficult.

Now, in teaching code, I use the same

method as for typewriting, first teaching the letters *f*, *j*, *u*, and *r*. Then we drill on the word *fur*. We go on to the letters *g* and *b* and the words *rug*, *bug*, *jug*. This is the method used in Receiving Lesson No. 1 of the U. S. Signal Corps Technical Manual.<sup>1</sup> The characters are as follows:

Character	Sound
F....	dit dit dah dit
H....	dit dit dit dit
G....	dah dah dit
M....	dah dah
J....	dit dah dah dah
R....	dit dah dit
U....	dit dit dah

Later on, drills will be given on sentences and phrases of this kind:

1. Defend Turret 3
2. All ships and stations
3. Shore activities
4. Gunnery information
5. The Scouting Force
6. Defect in AA gun
7. Special AA Gunnery Practice
8. American forces land in French Africa
9. U. S. drives on Buna

10. Guadalcanal attacked by Marines
11. Beachhead seized
12. Nazis near Libya
13. Eisenhower at head
14. Foe bombed all night
15. Fighting continues near Oivi
16. Papua is overrun

An important phase of radio typing is *code* work. The following paragraph<sup>2</sup> explains how code work should be handled by the typist:

*Code Typing.* The most common forms of code work, especially in the Army and Navy, are unpronounceable combinations of letters, of figures, or of letters and figures. Radiomen must be able to receive such code and *type* it at a minimum rate per minute of 25 groups of 5 characters each plus a space. Clerks in government offices often have to copy such messages at the same or higher rates. The key to such skill lies in maintaining a steady, even rhythm without stops and starts.

Three sets of fictitious examples of solid code drills appeared on page 84 of the BUSINESS EDUCATION WORLD for October, 1942. I have selected a few additional fictitious drills illustrating similar letter, numeral, and mixed-code drills, as well as plain messages,<sup>3</sup> which will provide excellent practice.

## A Measurement of Personality

DID YOU EVER LOOK UP the word *personality* in the dictionary? "Quality or state of being personal, or of being a person," and "Distinction or excellence of personal and social traits; magnetic personal quality" are two definitions given by Webster.

Perhaps the intriguing lack of objectivity in these definitions caused Edwin G. Flemming to make his survey of what the word *personality* actually means. By asking teachers of eighty-four girls in the Horace Mann High School to give descriptive responses when telling how much personality each girl had, he found what he calls "The Halo Around Personality"—the title of his article in the *Teachers College Record*. By halo he means the many images the word *personality* calls to mind.

An evaluation of these eight essentials of personality's halo would have to be subjective to a certain extent, but they all call to mind concrete images. Intelligence, for example, is as-

sociated with fairness, good judgment, honesty, idealism, and understanding.

This halo makes the meaning of the word *personality* understandable. Mr. Flemming's analysis indicates that when used by teachers, the sentence, "She has a great deal of personality," means, "She is interesting in conversation, she is competent, has wide interests, is intelligent, is athletic, is a good sport, is sincere and adaptable."

No adequate method of measuring these eight qualities has been devised. But Mr. Flemming feels that a knowledge of them will go far in showing a teacher how to help his pupils "develop personality."

THE LATEST COMPLETE FIGURES reveal that 219,944 persons, or 37.2 per cent of all gainfully employed workers over 14 years of age in Los Angeles, earn their living by activities connected with commercial and managerial fields.—*Postings*.

<sup>1</sup>Also used in the Technical Manual, *The Radio Operator* (TM 11-545), issued by the War Department, April 21, 1942, and procurable from the Superintendent of Documents, Washington, D. C., for 20 cents in cash.

<sup>2</sup>From *Typewriting Technique*, Part I—Basic Skill, page 23.

<sup>3</sup>From *Typewriting for Radiomen and Telegraphers*, by Harold H. Smith and Harry W. Newman, Gregg Publishing Company.

# A Project in Ability Grouping



ELIZABETH  
A. NASH

A STUDY of the functioning of a large commercial department reveals that a system of mass education achieves results only with homogeneous groups of students. The ability level of the average pupil fixes the standards of accomplishment. Success or failure is measured by the same yardstick. The imposition of traditional, narrowly restricted commercial curricula upon hundreds of pupils, year after year, has resulted in regimentation and a disregard for individual abilities and aptitudes.

Maladjusted and nonacademic students, the underprivileged and misfits of all categories, become hopelessly tangled in a vain effort to find their own particular ability levels. As a result of constant failures, many pupils develop inferiority complexes; and the proportion of truancy and behavior problems steadily increases. Finally, these students, untrained and unprepared for any lifework, drop out of school and start hunting jobs. Society and industry are then forced to assume the responsibility of educating many boys and girls to become self-supporting.

The oft-repeated "I did not like school, so I quit" is an indictment of an educational policy that has failed to reach individual needs. What can the school do to salvage this yearly waste of potential citizenship and to train these drop-outs to be useful members of society?

## *Specialized Instruction Needed*

The introduction of special curricula for small groups of selected students is now urgent, if the democratic ideal of education is to survive. At best, the process of breaking down the broad commercial curricula into varied types of specialized instruction will be slow in developing.

We must recognize many administrative handicaps at the outset, such as rigid diploma requirements, rising per-capita cost, fixed teach-

*Editor's Note:* Miss Nash tells here of her experiment with a group of underprivileged sophomore girls with low reading ability. This is one of two projects in ability grouping that she and other teachers at the Roxbury Memorial High School for Girls have undertaken. For the second experiment, which she mentions early in the article, they worked with seniors with excellent records.



ing loads, and lack of recreation rooms and equipment. Perhaps the decreasing school population will result in the extension of curricula to provide more differentiated types of instruction along varying levels of student ability.

Two experiments in ability grouping have been in progress in the Commercial Department of the Roxbury Memorial High School for Girls. Each year, two small classes, representative of the lowest and the highest level student ability, have been formed. By this plan, the school assures both the best pupil and the poorest pupil of individual instruction in the proper scholastic environment. In an atmosphere free from pressure and restraint, each girl is encouraged to develop maximum efficiency on her own ability level.

## *The Project Explained*

In September, 1938, with the permission of the assistant superintendent, the teachers selected fifteen nonacademic sophomores with the lowest reading quotients to form a special remedial class. We devised a modified curriculum, built around a core of ten English periods, and simplified all academic units to offset the limitations of the reading handicap.

During the double-period English class, we emphasized the minimum essentials of correct sentence structure, the spelling of commonly used words, simple letter writing, and vocabulary drills. We stimulated self-expression by asking for a piece of original writing one paragraph long, each day.

Our goal was accuracy. Through the medium of oral reports, we corrected grammatical errors; and we gave particular attention to enunciation and speech improvement. By silent reading tests, we measured the progressive increase in reading ability. We created interest



in classwork by dramatizing short stories and plays, and by asking the pupils to write verses.

A girl who had repeated the freshman class three years, a notorious disciplinary case, amazed us all by offering to instruct the class in Greek. She gave a series of oral themes explaining the significance of the Greek cross and the Greek rites at Christmas and Easter, and she wanted to teach her classmates the Greek alphabet. Although she had never "caught on" in our school, as she expressed it, she had been graduated from a Greek school that operated under the auspices of the Greek Orthodox Church, and she had complete command of her native language.

### *Citizenship Classes*

We introduced a course in community civics with emphasis on current events. Most of the work in this class was oral and consisted of daily reports of local, state, and national happenings, and summaries of radio talks. Scrapbooks that illustrated timely topics aroused tremendous interest in current history.

Debates, discussions, and socialized recitations gave opportunity to supplement the work of the English class in the correction of errors in grammar and pronunciation. We gave instruction on a simple scale in the problems of citizenship and the administration of municipal government. Our pupils enthusiastically visited the City Hall and the State House to obtain firsthand information.

### *Bookkeeping and Arithmetic*

We reduced the original course of study for first-year bookkeeping to the lowest terms and made a selection of a few vocational units. We correlated all instruction material with the everyday life of our pupils so that this material consisted largely of personal record-keeping. The teaching content we presented in a simple way, both orally and by use of the blackboard. Because of the pupils' reading limitations, each teacher had to interpret the sub-

ject matter of the textbook she was using.

Some of the topics that proved most worthwhile were fundamental processes in arithmetic as applied to running errands and making change, simple billing, the cash account, opening a bank account and depositing money, personal and family budgets, records of a club, and simple bookkeeping.

Incidentally, as a penmanship drill was an important part of the work, the pupils' handwriting was carefully supervised.

### *Occupational Skill Training*

In order to provide an incentive for these girls to remain in school, we included in this special curriculum two vocational units; and we initiated a combination course in typewriting and office practice. Although this work was more or less on a tryout basis at first, eventually it opened up a broad field of vocational possibilities on the clerical-skill level.

To prepare the girls for their future responsibilities as homemakers, we included in the remedial program a domestic-science unit that featured cooking, waitress service, and dressmaking.

### *Typewriting and Office Practice*

Since a course in typewriting and office practice was a distinct innovation for sophomores (these subjects are electives in the junior year), I took charge of the class.

We decided not to use a textbook in the typewriting class, because the students had difficulty in reading and following printed directions. I planned a simple course of study, flexible enough to permit each pupil to advance independently and to master the keyboard at her own rate of speed. Using a wall chart and giving oral instruction, I taught the touch system. From the beginning, I emphasized correct posture, position of the hands on the keyboard, stroking rhythm, and the coordination of sight and sound with muscular response.

After the pupil had learned the location of the guide keys, she was ready to begin the first-finger drills.

A set of forty exercises that consisted of first-finger letter and word combinations provided the practice material for the class. I devised a similar set of exercises for each of the other fingers. The pupils were required to type one line of each exercise without an er-

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ror. As the work progressed, I increased the amount to two lines, and finally to three lines.

I made every effort to encourage a natural development of mechanical skill and to prevent the tension and inhibitions so disastrous to beginners. I imposed no penalties and set no time limits for a required quota of perfect lessons. Each girl went ahead as rapidly as her speed and accuracy permitted. When she had completed all four budgets, I gave her an examination for keyboard mastery. Then she went on to letter writing and more advanced work.

### *Enthusiasm for Typing*

I cannot describe the enthusiasm with which these nonacademic pupils hailed the instruction in typewriting. Here at last they had found something they could do, and their pride of accomplishment was really pathetic. They had to be restrained from running all over the school to show their perfect papers to their teachers. Class sponsors and guidance directors soon learned that the threat of dropping typewriting was sufficient to bring the most recalcitrant girl to immediate terms.

At the end of the sophomore year, and again at the end of the junior year, we made special programs for these girls. The double period in English we retained as the core curriculum during the entire three years, but we broadened the course to include the subjects required for diploma points. We kept the remedial class as a unit; and, as far as possible in the vocational work, the same teachers went along with the group from year to year.

In June, 1941, three years after we estab-

lished this first remedial class, we were ready to report on its success in terms of accomplishment. Of the fifteen original members of the class, eleven had fulfilled all diploma requirements and were graduated with their classmates. Two girls had left school at the end of the junior year to be married; and two others had been placed by the school in local jobs.

One member of this special group who had obtained a typewriting speed of 58 words a minutes passed the Dictaphone Employment Test and was awarded that company's certificate of accomplishment. Two girls returned to the high school as postgraduates, and one girl went to a trade school to learn dressmaking.

The girl who wanted to teach Greek to her classmates has been employed for over a year in a hardware store. She does the simple bookkeeping and all the typewriting. Just before school closed last year, she came to see me. With much pride, she asked me if I had read in the local newspaper a little story she had written about her employer's dog.

Two of the girls, since their graduation in 1941, have taken the Civil Service examination in typewriting and are in Washington.

Without doubt, the first remedial class has justified itself; and the project is now a permanent feature of our school program.

Since this plan has been in operation, student mortality has decreased in the sophomore and junior classes. Every year, by personal guidance, we help more and more girls to find their own levels of accomplishment. Society of the future, family life, and local industry will all share in the dividends.

### *E.C.T.A. to Meet in New York*

THE SPRING MEETING of the Eastern Commercial Teachers Association will be held as usual, announces its president, Clinton A. Reed, chief of the Bureau of Business Education of the New York State Education Department.

The Association will meet at the Hotel Commodore, New York City, April 21-24. Its theme will be "Wartime Problems in Business Education."

Meyer Linder, chairman of the Department of Accounting, Evander Childs High School, New York City, will act as general chairman in charge of local arrangements.

# Let's Put on the Gloves!

ELMER J. KNISELY

DAMON RUNYAN, or somebody, says it is the difference of opinion that makes a horse race.

It's the difference of opinion that makes a snatch stroke, too. This rose by any other name would still smell bad, apparently. No one seems to love it even a little except this writer.

Dr. Blackstone<sup>1</sup> and Miss Sills<sup>1</sup> say the snatch stroke is a fallacy; Vernon Musselman<sup>2</sup> says he agrees with them on that, because there ain't no such animal; and Harold Smith,<sup>3</sup> armed with several reels of motion pictures and a motley collection of discarded rubber key caps, puts his benediction on the proceedings with an old-fashioned Amen! from the pew nearest the mourners' bench.

## *In This Corner, Mr. Knisely*

The difficulty is that they all sound like the learned physician who told old Sam in extremely technical language, that he wasn't going to die. Sam, not realizing that he had just been the recipient of good news, looked up anxiously and said, "All I wants ter know, Doc, is 'Is I is?' or 'Is I ain't?'"

I made an attempt in the June B.E.W.<sup>2</sup> to define the term "snatch stroke," just to be sure we are all talking about the same thing. Then Mr. Smith came along in the September B.E.W. and said you can't define some things because they "simply are not so."

Doesn't he know that's the way fights start?

People begin to argue without knowing what they are arguing about, and it isn't long before they are at each other's throats. I'd like to suggest—since I am certain we are going to have a fight, if he won't agree to define terms—that we put on the gloves and go at this matter in earnest.

(I'll make the first pass without gloves, but

I've got a pair handy to slip on the moment the body blows start coming my way from the opposite direction, as I am certain they will. After that I shall probably spend the duration of the fight feinting.)

## *Here's the Bell for Round 1*

Mr. Smith contradicts himself flatly in the following two statements from his own article:

1. "I had secured objective proof that the old idea that a uniform stroke prevailed was incorrect."

2. "I have long since stopped discussing the nature of the typing stroke and have devoted all my efforts to getting the teachers and students to *use the correct stroke*."

If there is no uniform stroke, what is Mr. Smith referring to as "the correct stroke"? He must be teaching his students something about stroking. As one teacher to another, I ask him to do what I did—tell specifically how he goes about getting his students to "use the correct stroke."

I repeat the statement that I made in my previous article that the distinguishing characteristic of *the correct stroke*, call it what you like, is found at the point of impact between finger and key, not in the approach to the key, whether that be by "convex" or "concave" arc. *I am not so much interested in what a typist does before he strikes the key as in what he does when he strikes it!*

It is at that point that all my worthy opponents in this controversy become vague. They do not say what actually happens when the finger touches the key, how the energy is imparted to the key, whether it is a punch, or a pressure, or a glancing blow such as I described in my first statement on this point.

## *They Trade Those Long Lefts*

Now, for a final shot, while we are on the subject of the "arc," it seems to me that Mr. Smith contradicted himself at another point in his article when he said, "I cannot find any fault with the principal ideas in the article by Dr. Blackstone and Miss Sills . . . ." Two paragraphs down, he says " . . . but I can say that with the manual keyboard (as opposed to

<sup>1</sup>"The Snatch Stroke in Typewriting Is a Fallacy," E. G. Blackstone and Ollie Mae Sills, *The Business Education World*, April, 1942, page 679.

<sup>2</sup>"The Snatch Stroke in Typewriting," Comments by Vernon Musselman and Elmer J. Knisely, *The Business Education World*, June, 1942, page 888.

<sup>3</sup>"Again, the Snatch or Tiger Stroke," Harold H. Smith, *The Business Education World*, September, 1942, page 45.



**ELMER J. KNISELY** (A. B. Wittenberg College) teaches at Miami-Jacobs College, Dayton, Ohio. He has also taught in Detroit. Music is his avocation, and he is organist at a downtown Presbyterian church in Dayton. For four years, he sold pipe organs. Mr. Knisely is Grand Historian of Phi Theta Pi.

the electric typewriter keyboard), the experts I have studied actually *lift* the finger that is going to strike a key before they strike.

Dr. Blackstone and Miss Sills don't believe the experts do lift their fingers before striking a key, if I understand their position correctly. That is exactly why they took the position that the snatch stroke is a fallacy; that is, the snatch stroke requires lifting the fingers, but the experts don't lift them! Hence, if Mr. Smith cannot find any fault with their principal idea, he must believe that motion pictures, at least the ones he has studied, are not to be relied on.

Where does that leave us?

All we want to know is "Does we dood it?" or "Does we don't?"

**EDITOR'S NOTE:** Then a left to the jaw and a right to the heart—and the round ends. Keep tuned in to this station; you will hear from Harold Smith in the next round.

—♦—

**MRS. MARIE M. STEWART**, of the Stonington (Connecticut) High School, has been appointed to the Field Committee on Radio in Business Education of the Association for Education by Radio. Committee members previously announced are Dr. Hamden L. Forkner, Columbia University; Dr. E. W. Zeibarth, Minnesota School of the Air, University of Minnesota; and Miss Margaret Forcht, Howe High School, Indianapolis. Miss Dorothy M. Johnson, assistant editor of the B.E.W., is chairman.

Each member is working on a special assignment concerning the use of radio for actual instruction in business subjects. A report on these studies, with concrete recommendations to teachers, will be included in the program of the N.B.T.A. convention to be held in Detroit, December 28-30.

## Prize-Winners in the October Bookkeeping Contest

THE FOLLOWING STUDENTS received cash prizes for their papers submitted in the B.E.W. Bookkeeping Contest for October. Names of teachers are in italics.

### SENIOR DIVISION

#### FIRST PRIZE—\$3

Mary Katherine Brouse, Dr. C. W. Rice Senior High School, Northumberland, Pennsylvania. *L. Irene Frederick.*

#### OTHER PRIZES—\$1 Each

Sally Lou Bowman, Senior High School, Bowling Green, Ohio. *V. W. Babb.*

Nellie Leannah Diel, Eastern Illinois State Teachers College, Charleston, Illinois. *Robert Stickler.*

Phyllis Jean Frye, Central School, Warrensburg, New York. *Myra I. Fleet.*

Richard E. Moravec, National Business Institute, Lincoln, Nebraska. *Mylo Dale.*

Stephen Schwontkowski, Saint Augustine High School, Chicago, Illinois. *Sister M. Elfrida.*

### JUNIOR DIVISION

#### FIRST PRIZE—\$3

Betty Stanger, High School, Shinglehouse, Pennsylvania. *Mary Edna Seanor.*

#### OTHER PRIZES—\$1 Each

Alberta Mae Boehle, St. Peter High School, St. Charles, Missouri. *Sister Paul de Cruce.*

Bonnie Jean Dove, High School, Sabetha, Kansas. *Alta Behrens.*

Erna Hildebrandt, Junior-Senior High School, Chilliwack, British Columbia. *Harold L. Weeks.*

Mary Leo, Sacred Heart School, Oelwein, Iowa. *Sister Mary Remigia.*

June Lorraine Priddy, Jones Commercial High School, Chicago, Illinois. *R. J. Deal.*

**BOOKKEEPING EDITOR'S NOTE:** A large number of papers submitted in the October contest merit Honorable Mention. We regret that space limitations do not permit publication of the names of students who submitted these papers. Students who have been awarded Certificates of Achievement, however, should be encouraged to enter future contests and earn the Senior and Superior Certificates. The fourth problem in the current series appears on page 192 of this issue. THE BUSINESS EDUCATION WORLD will award cash prizes for the best solutions, and a Certificate of Achievement for *every* one that is satisfactory.—M. B.



# The Counting House

A MONTHLY SERVICE  
FOR TEACHERS OF BOOKKEEPING, BUSINESS  
MATHEMATICS, AND COMMERCIAL LAW

Conducted by

R. ROBERT ROSENBERG and MILTON BRIGGS



A STUDY of financial reports published in 1941 reveals that many large business organizations have adopted the LIFO (last-in, first-out) method of inventorying. While LIFO is new to most American businessmen and teachers, this method, or one analogous to it, has been used in a limited field for about fifty years in England.

The following explanation of LIFO was part of an address delivered by Dr. Joseph J. Klein before the Downtown Textile Credit Group, New York City. Dr. Klein is a member of the New York Bar Association, associate professor of taxation at the College of the City of New York, and a former president of the New York State Society of Certified Public Accountants.

The following condensation of Dr. Klein's address is from the May-June, 1942, issue of *Credit Executive*:

A number of inventory methods are in general use. Merchandise inventory is probably most frequently priced on the basis of the lower of cost or market value, in conjunction with the assumption that goods are sold in the order of acquisition: first-in, first-out (FIFO). It follows, then, that the unsold goods at the end of the accounting period are the most recently acquired merchandise. This unsold merchandise—the inventory—is valued at cost of acquisition and on the assumption that the units on hand were acquired in inverse chronological order; but, if the market value, at the inventory date, is lower than cost, the lower market value is substituted for cost.

Under the last-in, first-out (LIFO) method of inventorying, it is assumed that manufacturing operations and sales exhaust the most recent purchases of raw materials, so that the gross proceeds of sales represent the excess of selling price over the cost of such recent acquisitions. The inventory is assumed to consist of the earliest acquisition. To the extent that the number of units in the end-of-the-year inventory is not greater than in the beginning-of-the-year inventory, the final inventory is valued at the price basis of the initial inventory. Increases in the end-of-the-year inventory are priced at cost: sometimes at cost of earliest acquisitions during the year; sometimes at cost of latest acquisitions during the year; sometimes at average cost of acquisitions during the year; sometimes at some other current cost calculation.

It follows, therefore, that, in periods of rising prices, the LIFO inventory as per balance sheet is shown at less than replacement value, while the cost of sales reflects the later, and therefore, the higher, acquisition costs. In the operating statement, therefore, in such periods of rising prices, the gross trading profit is lower than it would be if the FIFO method were employed. On the other hand, in periods of declining prices, the cost of sales is computed on the basis of the latest acquisitions, that is, at assumed lower prices, so that the gross trading profit is higher than it would be if the FIFO method were used, while the inventory in the balance sheet is stated at the earlier value and, therefore, at higher than replacement value, a fact which necessitates adjustment by means of a reserve or otherwise.

Over a sufficiently long period of time—a complete economic cycle—aggregate net operating results should be exactly the same, whether the LIFO or the FIFO or any other approved inventorying method is employed; but the operating results of the respective years within the cycle may vary considerably, depending on which method is employed. It is this result which economists and accountants have in mind when they state that the LIFO method—the "elective inventory method" of the Regulations of the Commissioner of Internal Revenue—tends to level off the annual net income by lowering the peaks and raising the hollows.

If income tax rates were stationary, and if annual net losses could be applied, without limitation, in reduction of prior period net income, as well as carried forward to reduce future net income, owners would not be greatly interested in which inventory method management selected. The fact is, however, that income tax rates are not stationary and that net losses are not at all available for reduction of prior year net income and only to a limited extent applicable in reduction of later earnings. Hence, the selection of an inventory method is of supreme practical importance.

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WITH TODAY'S MAIL I am sending you 33 solutions to your October bookkeeping problems. The students worked like beavers. I consider this test the very best to be given for the foundation of the profit and loss statement. I am keeping a copy for future classes.—Sr. M. Paul de Cruce, S.S.N.D., St. Peter High School, St. Charles, Missouri.

# THE B.E.W.'s MONTHLY Bookkeeping Contest

MILTON BRIGGS

HERE IS THE FOURTH in a series of contests designed to interest all bookkeeping students.

It will require not more than one or two class periods and will provide a welcome change from textbook routine. The B.E.W. will distribute cash prizes, as described below, for the best student solutions of this contest problem. All the information they will need is given here.

## How to Participate

1. Have your students work the December contest problem on the next page. The B.E.W. hereby grants you permission to duplicate the problem for free distribution to your students if you wish them to have individual copies. The contest problem is so short, however, that it can conveniently be written on the blackboard or dictated.

Students who wish to earn a Junior Certificate of Achievement work only Assignment A. Those who have earned Junior Certificates do Assignments A and B for the Senior Certificate. Those who hold Senior Certificates do Assignments A, B, and C for Superior Certificate.

2. Send all solutions by first-class mail or by express (they cannot be sent by parcel post) to: Awards Department, THE BUSINESS EDUCATION WORLD, 270 Madison Avenue, New York, N. Y.

3. With your papers send a typed list of the names of the students whose papers are submitted. Place the letter "A" after the name of each student who is to receive a Junior Certificate of Achievement, the letter "B" after each to receive a Senior Certificate, and "C" after each to receive a Superior Certificate.

4. Remit 10 cents for each paper. This is to

cover in part the costs of examination, printing, and mailing. The B.E.W. will award an attractive two-color Certificate of Achievement to each student whose solution meets an acceptable standard.

5. Select the three papers which you consider best in *each division* and place these on top. They will be considered for the award of cash prizes. (Teachers who do not wish to submit papers for certification may enter in the contest, free of charge, the three best solutions from each class.)

6. The B.E.W. will award cash prizes as follows: \$3 first prize for the best solution submitted in *each division* and four prizes of \$1 in each division for other outstanding papers. In case of ties, duplicate prizes will be awarded.

7. Each paper submitted must have these data in the upper right-hand corner: Student's name in full, name of school, address of school, teacher's name in full.

8. All papers become the property of THE BUSINESS EDUCATION WORLD. No papers will be returned.

9. The judges will be Clyde I. Blanchard, Milton Briggs, and Mrs. Claudia Garvey.

10. CLOSING DATE of this contest is December 30, 1942. All papers must be in *our hands* on that date. Certificates of Achievement will be awarded within a short time thereafter. Prize-winners will be announced in the February B.E.W. Checks will be mailed to prize-winners early in January.

## The Bookkeeping Contest Problem For This Month

READ the following introduction to your bookkeeping students:

Last year, on November 15, Miss Sally Sloane opened The Sunshine Shop. The Sun-

shine Shop specialized in the sale of gifts for anniversaries, birthdays, and holidays, and carried a full line of greeting cards and party accessories.

Miss Sloane originally had planned to open her shop only during the Christmas season last year, but the venture was so well patronized that she decided, before the end of December, to make it a year-round business and bought permanent equipment.

Figure 1 lists the accounts that summarize bookkeeping records of The Sunshine Shop from the time of its opening through December 31, last year.

*Dictate the information shown in Figure 1, or have it written on the blackboard.*

Account Title	Total Debits	Total Credits
Harriet Guisti .....	\$ 4.75	\$ 3.95
Ideal Supply Corporation .....	6.06	106.03
Sales .....	4.13	1,101.67
General Expense ....	35.62	—
Norma Seifert .....	3.20	—
Luther M. Dayton ..	12.50	2.63
Henry G. Thurley & Son .....	—	25.20
Equipment .....	635.00	3.50
Mrs. Timothy Horton	16.05	9.01
Mrs. Clayton Taylor..	11.00	—
World Novelty Company .....	19.31	175.47
Sally Sloane, Capital .....	60.00	900.00
Ellen W. Millikan ..	14.30	4.30
Purchases .....	1,047.06	24.09
Cash .....	1,641.45	798.90
Selling Expense ....	57.65	—
Moore & Tabor ....	9.82	235.42
Notes Payable .....	—	200.00
Mrs. George B. Stevenson .....	15.00	2.73

FIGURE 1  
ASSIGNMENT A

*For students who wish to earn a Junior Certificate of Achievement*

Prepare a Trial Balance of differences from the information shown in Figure 1. Arrange accounts in the correct order, according to

proper classification (Assets, Liabilities, Proprietorship, Income, Cost, and Expense). Use pen and ink, and journal paper or white paper properly ruled.

ASSIGNMENT B

*For students who have a Junior Certificate and wish to earn a Senior Certificate of Achievement*

On the back of the paper you used for Assignment A, prepare a Profit and Loss Statement for the period November 15 to December 31, 1941. Use pen and ink. The merchandise on hand at the close of business December 31, 1941, was valued at \$180.50, and there were selling expense items (wrapping paper, string, etc.) unused amounting to \$7.45.

ASSIGNMENT C

*For students who have both Junior and Senior Certificates, and wish to earn a Superior Achievement Certificate.*

After you have completed Assignments A and B, prepare a Balance Sheet in either report form or account form. You may use either pen and ink or the typewriter for this.

Letters to the Bookkeeping Editor

WE PLAN TO ENTER each one of the monthly bookkeeping contests during the entire school year. In my opinion, they are top-notch problems and have served well as a motivating influence in my classes. You folks of the BUSINESS EDUCATION WORLD are to be highly commended for your fine work in furthering commercial education in general and bookkeeping in particular. —Allan E. Barron, Roosevelt High School, Wyandotte, Michigan.

OUR STUDENTS were pleased to receive certificates and entered the October contest with much enthusiasm. The October problems were very practical. In teaching accounting, I stress the importance of well-prepared and accurately organized profit and loss statements, and in this October problem I discussed the principles as well as mechanical organization.

I wish it were possible to discuss teaching problems with you. You seem to have a practical point of view. There is a great need now for a reorganization of bookkeeping work to get away from the methods followed for so many years.—Mylo Dale, National Business Institute, Lincoln, Nebraska.

## New England Business Teachers Elect Officers



ELIZABETH D. EATON  
President



H. E. PETZOLD  
Vice-President



MILDRED GOFF  
Secretary-Treasurer

AMONG THE PRINCIPAL SPEAKERS at the New England Business College Teachers Association meeting, held in Boston on October 17, were Dr. Ion E. Dwyer, of Morse College; Harold H. Smith, editor of typing publications, Gregg Publishing Company; and Clyde I. Blanchard, managing editor of the *BUSINESS*

*EDUCATION WORLD*. The president of the association, A. J. DePippo, of Nashua (New Hampshire) Business College, presided.

Elizabeth Eaton, of Edgewood (Rhode Island) Secretarial School, formerly vice-president, succeeds Mr. DePippo as president of the Association. The new vice-president is Herbert E.

Petzold, principal of McIntosh School, Lawrence, Massachusetts. Miss Mildred Goff, of Hesser Business College, Manchester, New Hampshire, succeeds Miss Edna L. Dews as secretary-treasurer.

THOMAS E. DORN, JR., supervisor of military records and reports, Clerical Department, The Armored Force School, Fort Knox, Kentucky, has provided for publication in the *B.E.W.* the following list of former business teachers who are now assigned to that school.

The following civilian instructors, under Civil Service, are teaching Military Correspondence:

Oscar Eggert, Milwaukee, Wisconsin; Roy Howard, El Centro, California; W. R. Janzen, Chickasha, Oklahoma; Maurice Ozer, Brooklyn Academy; Russel G. Robertson, Bainville, Montana.

The following enlisted men and noncommissioned officers are teaching Military Records and Reports:

T. Sgt. Ralph S. Kaczor, Lakeville, Ohio; T. Sgt. Williard C. Clark, Detroit, Michigan; S. Sgt. Henry J. Johnson, Lake City, Michigan; Sgt. John V. Grizinski, Campbell, Ohio; Sgt. William L. Mease, Newport High School, Pennsylvania; Sgt. Paul E. Tepper, New York Public Schools; Cpl. Harry L. Shadle, Dana College, Blair, Nebraska; Tech. 5th Gr. Robert A. Cory, Ashland, Wisconsin; PFC Mathew P. Perpich, New Prague, Minnesota; PFC Richard W. Stone, Monroe, Michigan.

The following enlisted men are undergoing instruction and will soon be teaching Military Records and Reports:

Pvt. Don C. Bale, Hardyville, Kentucky; Pvt. Paul H. Fuller, Bilbertsville, New York; Pvt. Charles E. Hart, Bulkeley High School, Hartford, Connecticut.

### What Should Teachers Do?

THE situation presents a challenge first of all to each individual teacher. To each it must be said: *Do not lightly leave your post of present duty.* Good teaching is desperately important in wartime, and for teaching you have been educated. The chances are overwhelming that you cannot be adequately replaced. If your government calls, you will, of course, respond. But unless you are called, or unless you are fully satisfied that you can serve more valuably elsewhere, serve where you are.

Serve, moreover, with full consciousness of today's needs—and of tomorrow's. The war puts new demands upon us all; to all it offers

new opportunities. Strive to sense those opportunities, to weigh them wisely, to rise with intelligence and devotion to their challenge. Do not be satisfied with past accomplishments; forge ahead vigorously to higher levels of performance. Join freely with the whole community in service to the nation and its ideals of freedom and world order. Help your boys and girls to do their part now, and to prepare themselves well for the tasks ahead. How could you perform a greater service?

—*This War and the Teacher*, The Commission on Teacher Education of the American Council of Education, p. 4.



# Doing vs. Listening In the High School Law Course

FREDERIC T. HAWES  
*Stamford (Connecticut) High School*

In the teaching of law in secondary schools we should stress "doing" rather than "listening" in the classroom. In order to do this, we must devise a method that will use whatever available material we have and that will present the subject from a new and different point of view.

Last year I made a comparative study of two commercial-law classes, one "teacher motivated," and the other "pupil motivated." The two met consecutively. The first-period class had thirty-two pupils; the second-period class, thirty-one. The two were almost evenly matched in intelligence.

## *A Comparison of Approaches*

In the first class I followed the traditional method of teaching, the textbook approach. I presented the lesson and then followed it with discussion and recitation on the material that had been introduced. The class was required regularly to give written answers to the cases at the end of each unit; but the chief part of the work, including the questions at the end of each unit, was oral. The major emphasis of the classroom work rested with the teacher; and the pupils, except those involved in answering a particular question asked of them, were inactive.

In the second-period, pupil-motivated class, an entirely different method of presentation was followed. In each new unit, pupils were given an opportunity to read the material and to make notes on any phases of the work that seemed difficult. After this supervised study, the class was asked what particular part of the unit seemed difficult; and explanations were given to clarify the problems involved.

Following this, the class wrote the answers to the questions and cases at the end of the unit. If any particular case or question was troublesome, the pupil came to my desk or I went to his seat for a re-explanation or interpretation of the question or case. If several pupils desired help on the same problems, there was an

opportunity to do some remedial teaching with the entire class. At the conclusion of the unit, several pupils were called upon to give their solutions to the written work, and differences were ironed out.

To check the teaching results of these two methods, a series of ten tests was devised, one to be given after the presentation of every four or five units. Each test consisted of forty questions. They were all objective: true or false, matching, completion, and direct-answer (yes or no). The maximum score attainable was forty points.

These ten tests were averaged. One might reasonably suppose that there would be a wide difference in the results obtained in these two methods of teaching. An examination of the data, however, revealed that there was no significant difference in the assimilation of subject matter under these two methods. Yet, if this is the case, what definite advantages has this "doing" method to offer both teacher and pupil?

## *The Advantages of "Doing"*

The merits of this method might be summarized as follows: (1) it adheres to good progressive education principles that stress learning by doing; (2) it makes the pupil think for himself rather than have the instructor think for him; (3) every pupil is actively engaged in the study of law rather than idly listening to the teacher presentation; and (4) it shows concretely what each pupil is doing and in what way he needs help from the instructor or class.

In measuring our final results in this "doing" method, we must naturally think of achievement not only in terms of objective scores but also in terms of group interest, pupil participation, industry, and perseverance. These latter aspects of achievement, foundation stones for building and sustaining pupil morale, will be attained only when the method of teaching is focused on *all* pupils.

# THE BUSINESS EDUCATION WORLD

December 1942



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## Homework

YOUNG PEOPLE realize the value of time in winning this war even more than some of their elders. When assigning homework, every teacher should be sure that his assignment consists of essential work; that at the end of the assignment the students will feel that the time has been well spent.

We must constantly keep in mind that some of our most important nonschool activities are being carried on by school children—the collecting of scrap, the sale of war stamps, etc. There is less time than usual, therefore, for homework, so let us help our pupils to make every minute count.

This thought might be extended to include stenographers and typists on Government jobs in Washington and elsewhere. By studying the departments in which they work, by learning more about their organization, operation, and specialized vocabulary, they can make every minute count for maximum production.

## Books

THIS IS THE people's war. We are the fighters. Every one of us is participating in the greatest activity program in the history of this country. Yet we cannot—we must not—neglect our books. Our books must go to war with us.

Our enemy knows the power of the printed page. Knowledge, understanding, inspiration are there for the reading—a knowledge that goes beyond the mere accumulation of facts; an understanding and an inspiration that will make each of us eager to sacrifice, ready to translate our courage and our ideals into deeds that will bring victory.

Three books recommended for students and teachers alike are:

*Our Heritage of Liberty*, by Stephen Leacock

*Out of the People*, by J. B. Priestley.

*The Patriotic Anthology*, by Carl Van Doren.

## Rehabilitation Plans Under Way

PRESIDENT ROOSEVELT has sent a message to Congress on vocational rehabilitation. In it he said that, as we go deeper into this war, casualties will increase and a strengthened program of vocational rehabilitation will be needed. Said the President:

"In order to secure the most effective utilization of the capabilities of the physically handicapped, it is important that a single rehabilitation service be established for both veterans and civilians."

This program presents even larger and more difficult problems than our present preinduction program. Business educators will want to keep in close touch with Washington and be articulate enough to insure adequate leadership in the formation of these plans. A constructive program need not be destructive.

# News from Washington

THE FOLLOWING AGENCIES have been transferred to the War Manpower Commission:

1. The United States Employment Service
2. The National Youth Administration
3. The Apprenticeship Training Service
4. The Training Within Industry Service

Also transferred to the chairman of the War Manpower Commission are "all functions of the Federal Security Administrator relating to the following matters administered by the United States Office of Education: Loans to students, education and training of war workers, and visual aid for war training."

Observers interpret this to mean that the Office of Education will retain its function of war training but that Commissioner Studebaker, instead of reporting to Paul V. McNutt as Federal Security Administrator, will report to Paul V. McNutt as chairman of the Manpower Commission.

Transfer of war training from the Office of Education is opposed generally by educators. Says L. H. Dennis, executive director of the American Vocational Association:

Any transfer of this education program out of the Office of Education to other noneducational branches of the Government would break the morale of the public school leadership and would arouse a disturbing suspicion as to the motives involved in any such transfer.

TO HUNDREDS OF THOUSANDS of teachers paid substandard salaries, the NEA gives the following platform for action:

1. Salary increases in proportion to increases in the cost of living should be provided now.
2. Regular increments on salary schedules should be paid but regular increments do not take the place of cost-of-living increases.
3. Where salary cuts imposed during the depression are still in effect, the predepression salaries should be restored and a cost-of-living adjustment made also.
4. Substandard salaries should be raised to a defensible minimum.
5. Needed salary increases should be provided: (a) by a temporary wartime allowance, or (b) by raising the present salary schedule, or (c) by drafting a new salary schedule.

For factual material on the program to correct substandard living conditions among teachers,

see "NEA Acts in Teacher-Salary Crisis," *NEA Journal*, November, 1942, or write to the National Education Association, 1210 Sixteenth Street, N. W., Washington, D. C.

RHODE ISLAND SCHOOLS have abolished the school banking program in favor of a war stamp sales program.

High school pupils in Schenectady, New York, are making corsages of war stamps, in competition for a \$25 war bond prize. Entries will be judged on the basis of neatness, attractiveness, and originality, and not on the total value of stamps used.

FIGHTING CHINA is trying to drive home to its people some simple lessons. Through lantern slides, posters, and slogans the government of Chiang Kai-Shek seeks to educate its people to these modern commandments:

1. Change all your bad habits. Refuse graft.
2. Don't waste your time chatting.
3. Be brave. Don't run away from danger.
4. Help increase production of essential foods and goods.
5. Go to bed early. Get up early. Work energetically. Increase your efficiency.
6. Improve your daily life. Do away with all improper pleasures. Give up meaningless entertainment.
7. Love your nation and drive out the pygmy invaders who have fallen upon our land.

DR. W. W. CHARTERS, fourteen years a director of Ohio State University's Bureau of Educational Research and forty years a teacher and textbook writer, retired recently from active service. His parting words were: "The United States will emerge from this war with a school program more nearly adapted to the practical and current life of the students."

SALVAGE CAMPAIGNS will continue for many months to come. The success of the schools in collecting waste paper will probably be repeated in collecting metals, rags, and rubber.

THETA ALPHA DELTA, professional sorority for women commercial teachers in the Los Angeles schools, has adopted for its theme for the year "Be Aware"—aware of new developments in business, education, employment, world affairs, and the like.

Dr. Jessie Graham is 1941-1942 president.



# Anchors Aweigh!

Here is another letter from the anonymous code officer who contributed "We're in the Service Now" to the November B.E.W. To civilians, naval terminology is even more puzzling than Army slang. Use this material for dictation; the content is of great interest, and the terms should become familiar to everyone.

Here's a suggestion: Make December naval-terminology month for your students. Mary Smith will "police the blackboards"; Henry Winters will "close the hatch" behind him; and all students will "square off their duties" as assigned.

A similar presentation of Army terminology is planned for publication soon.

## IN THE SERVICE U. S. A.

Dear Mr. B:

I enjoyed your last letter as much as one from home, but, Sir, do let me rush to correct you about two points.

I am an ensign, to be sure; but I am not introduced as such. Nor am I a "hardened old shellback," as you said. That is a compliment that I can't accept until I have earned it. A shellback is a seaman who has crossed the Equator and has been formally initiated by King Neptune in a special ceremony (during which only his spirits remain undampened). To be a shellback is to be honored. It is a sort of democratic Phi Beta Kappa of the sea.

I ought to explain what I've picked up concerning introducing officers, too. An ensign is generally still plain "Mister" in polite society.<sup>1</sup> And so, too, is a junior-grade or a senior-grade lieutenant. To introduce me as "Ensign . . ." is comparable to introducing a college graduate as "Bachelor of Science"; and a lieutenantancy is somewhat comparable to a master's degree, I suppose.

But for lieutenant commanders and above, one recognizes the rank, just as "Doctor" honors a Ph.D. Accordingly, it is "Captain Brown" or "Commander Smith."

<sup>1</sup> *Editor's Note:* Must we introduce officers in the WAVES as "Mister"? It's going to sound strange.

When ranks are doubled-named, we use the superior of the two joined titles. Lieutenant Commander Wilson is introduced as "Commander Wilson."

I am no Mr. Emily Post; I explain the above only because I have found it as embarrassing to be wrongly introduced as it is to bungle that task myself.

My biggest chuckle—a red-faced one, at that—came when your letter recalled to me how grossly I have in the past misused navy terminology. I remember writing in a story once, "Jan returned his captain's salute and . . ." How I wish I could pull *that* chestnut out of the fire! Junior officers always salute first, and they salute not only their own service branch, but seniors in all the others.

I finally had to give in and learn the titles of the Army and Marine officers, so that I'd know which of them are my superiors. The ranks stand relatively like this:

<i>Navy</i>	<i>Army and Marine Corps</i>
ensign . . . . .	second lieutenant
lieutenant (j.g.) . . . . .	first lieutenant
lieutenant . . . . .	captain
lieutenant commander . . . . .	major
commander . . . . .	lieutenant colonel
captain . . . . .	colonel
rear admiral . . . . .	{ brigadier general
	{ major general
vice admiral . . . . .	lieutenant general
admiral . . . . .	general



Of course "ensign" comes first only on *this* list. It all adds up to a lot of saluting for me!

Now—to add to the general confusion—the Navy has another set of titles on shipboard, and though these are linked in steps of authority, they have nothing to do with the ranks in the list above.

Let me compare shipboard titles to the usual divisions of public schools, insofar as the analogy carries.

The superintendent of a school system compares to our commander-in-chief, or "Com-inch," as we call him. The principal of a school matches with the master of a ship, who is always called "Captain" regardless of his rank—even if he were an ensign, he'd be called the captain.

Ships are departmentalized just as many high schools are broken into units of responsibility. On shipboard we have a navigating officer, an engineer officer, a communication officer, a gunnery officer, a medical officer, and a supply officer; and all are department heads.

Between these and the skipper of the vessel are two other executive officers. One is called exactly that—"executive officer"—and he is the shipmaster's right-hand man; nay, more: his voice. What he says is taken as if the captain himself had said it, just as the assistant principal is often the voice of the principal of a school.

The first lieutenant's primary duties concern the policing and cleaning up of the ship—or, rather, seeing that this is done. When a ship comes into port, it is his chin that gets clipped if any Old Dutch Cleanser comes off on someone's white glove anywhere from the scullery kettles to the chartroom.

The "officer of the deck" (a term you have often heard and I have often abused) is a sort of captain *pro tem* and is the officer on watch in charge of the ship. Having charge of the ship means seeing that the skipper's orders are carried out, checking up on every department at regular intervals, and keeping in a log the record of the day.

The enlisted seamen, with a little work, can progress up a ladder (both in prestige and salary) much as students move through the grades in high school, like this:

freshmen	.....	third class seamen
sophomores	.....	second class seamen
juniors	.....	first class seamen

seniors	.....	petty officers, third or second class
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The same promotion list can be carried further into what might compare with college grades, such as:

freshmen	.....	petty officers, first class
sophomores	.....	chief petty officers
juniors	.....	warrant officers
seniors	.....	chief warrant officers

And that brings you right up to the commissioned officers: It makes me feel pretty humble and certainly very respectful to be an officer above (no, I mean *with*) such men. I wouldn't mind swapping a few of my graduate credits for some experience in seamanship.

Are you interested in some of the other terminology pertinent to a ship's parts? We can compare a ship with a school in lots of ways:

Watch Officer Brown (school teacher) comes aboard (enters) the vessel (building) via a gangway (steps) onto the main deck (main floor). Are you hungry? Good, pick up some chow (food) in the officers' wardroom (teachers' dining or lounging room). You might stop at sick bay (infirmary) for a look at the scales, and I imagine you would stop at the scuttlebut (water fountain) enroute (along the way).

Perhaps the captain's bridge is on the second deck (principal's office is on the second floor), where you would report (check in) to the executive officer (assistant principal). After squaring off (completing properly) this duty, you ought to go below (downstairs) to your cabin (classroom), unlock the hatch (door), and put your cap (hat) in the locker (cupboard) after opening the booby hatch (cupboard door). Your room is on the port side (left) of the passageway (corridor) in the starboard (right) side of the vessel.

Needing some supplies, you could send a seaman (student) topside (to the top floor) to the hold (storage room), but be sure he doesn't stop at the mess hall (lunchroom) on the way.

When your seamen answer "On Deck" (present) to morning roll call, you will probably binnacle-list some of them (excuse for illness) and make an announcement about the new battle bill (assignment to stations; as, air raid stations).

At this moment the barge (school bus) comes in late and scrapes the captain's gig (car) in docking (parking). Some more of your seamen report, and this gives you a chance to squall at (bawl out) the star dreadnaught (outstanding player) of the football team, who had jumped ship (played truant) the watch (day) before. The coach comes on deck (into the room) and adds a gale of his own (blustery lecture), and dresses him down (lays him out) because he had landed in Davy Jones' locker (flunked) and was accordingly disrated (kicked off the team).

Just when it is time for class, you tell your seamen to give way (get along) to duty (class) because the crash you just heard was that of a bumboat (huckster's wagon) running into your dinghy (car).

Well, that gives you the general idea. I should explain, perhaps, that a "bow-painter" is not a make-up expert, but the rope at the front of a small boat; and the word *bow* rhymes with *now*, not *snow* . . . that a destroyer is a sleek and fast worker . . . a cruiser compares to the term "wolf" in modern slang . . . to convoy means to escort; but I must remind you that to "luff her" means to "bring the ship into the wind" and nothing more!

It's lots of fun being a sailor. It is a grand experience, and I would not miss it for anything.

I'm expecting a letter from my home port anchor (wife back home), and now I can look forward to another from you.

Detaching, Sir.



THE NAVAL TRAINING SCHOOL (Radio) of the University of Wisconsin now has an enrollment of 1,200 trainees. It opened April 1, 1942. In October, the size of the school was in-



H. L. CHRISTIANSEN

creased when 470 WAVES were enrolled for the same type of training. Since the opening of the school, 997 men have been graduated as radiomen third class and seaman radiomen. About 250 qualified men are graduated every four weeks.

The school is under the command of Commander C. F. Greene, and the executive officer is Lt. Commander J. A. Lambert.

Since this is a Class A contract school, most of the instruction is done by civilians. The staff is under the Director of Instruction, Dr. J. L. Miller; the code instruction is under a supervisor, C. F. Oakley; and H. L. Christiansen is supervisor of typing instruction.

Upon entering the school, the trainee is given a typing achievement test in order to classify him according to his typing ability. This test makes it possible to offer instruction at three levels at once, as the equipment is wired for code. It is thus possible to control all students from the instructor's desk.

The typing instruction is divided into four four-week periods. During the first month, the keyboard is taught and basic typewriting skills

are developed. During the second month, the school helps the student to develop speed in the operation of the telegraphic keyboard machine. During the third month, Navy procedure is taught, with speed building on code groups, message headings, messages, and number groups. During the final month of the course, the school develops the student to a typing speed of 40 words a minute or better. He is then tested for his rating as radioman third class.

In order that students may attain the required typing proficiency, new teaching methods have been introduced. The text material used was written by the members of the staff under the supervision of Mr. Christiansen to bring about a high correlation with code instruction. Mr. Christiansen formerly taught at Kenosha, Wisconsin.

The following staff assists in the teaching of typewriting:

Allen Harbort, Rice Lake (Wisconsin) Vocational School.

Henry Kroening, Wrightstown (Wisconsin) High School.

Ralph Ball, Phillips (Wisconsin) High School.

Ray Hoops, Northwestern University, Evanston, Illinois.

Dean Kammer, Menomonie (Wisconsin) High School.

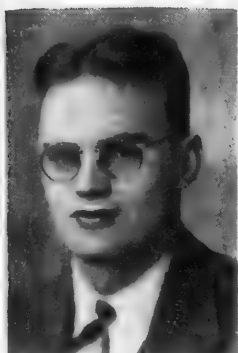
Clement Wisch, State Teachers College, Whitewater, Wisconsin.

Lynn Kuhn, Wabeno (Wisconsin) High School.

Mrs. Mildred Kuhn, Wabeno, Wisconsin.

Donald Gau, Sp. (T) 2c, State Teachers College, Whitewater, Wisconsin.

Miss June Rose, Whitehall (Wisconsin) High School.



# Businessmen Co-operate In Commercial Training

CHARLES J.  
EVEREST

THE businessmen of Red Deer, Alberta, Canada, co-operating with the commercial department of their high school, gave pupils part-time work during the school year of 1940-41. As each pupil completed his work, Charles J. Everest, under whose direction the project was carried out, asked him to make a full report of his experiences. Four of the reports are given here, in the pupils' own words. (All this material is part of an article by Mr. Everest, published earlier this year in *The School*.)

## *Report of Pupil A*

Checked numbers on cream checks. Sorted them numerically. Added them on the adding machine and checked totals. Filed statements on a small type Shannon File. Took fifteen letters in shorthand and transcribed them. Typed a copy of ration table. Addressed twelve envelopes. Folded form letters and circulars. Checked all my transcribed letters. Took two more letters and made out two voucher checks.

This experience helped me in many ways and I greatly appreciate the opportunity I was given. One thing I did notice is that even the smallest details in an office must be perfect.

## *Report of Pupil B*

Took a letter and transcribed it. Took the minutes for the council meeting and typed them. Took about ten letters in shorthand and transcribed them. Made out a chart, two pages in length. Worked with the adding machine. (It was a different type to that used in the condensery.)

## *Report of Pupil C*

On the first morning the first thing I did was to take two letters and transcribe them. The rest of the morning I spent on the adding machine, balancing two cash books, division and dormitory. I called for the mail at noon and came back and totaled the teacher's payroll book, each teacher's account had to have certain items deducted from the amount earned, each page had to balance and then I made a summary of all the pages thus checking on any mistakes which I might have made.

I called for the mail again and then I wrote or either repeated aloud transactions which were placed in their proper books. There is a book with records

regarding war savings. Each teacher with a balance of \$4 or \$8 had his or her name typed on a form which was sent to the Government.

The second day I had some experience in writing checks, and balancing the teachers' war fund contribution book. I had to count the exact number of letters to be sent out, the exact number of envelopes were given with the checks, the reason for counting like this was to avoid two checks being placed in one envelope. Each envelope had to be stamped.

I filed the correspondence for the past week, in filing subject matter for schools it was difficult because each school had a different number—to file these quickly one would have to remember each school's number.

On Monday all the accounts for the Division and Dormitory were posted. I had to total the balance of each account to prove that they were in balance. The same was done with the trust fund book only it did not have to balance. I had some more practice addressing letters, placing them in envelopes and putting the stamps on, etc. I saw how the balance sheet was made out for the Division and Dormitory and how the bank balance agreed with the cash books.

## *Report of Pupil D*

I worked at Mr. M's office May 6, 7, and 8. On Tuesday morning the stenographer, (a graduate of the Red Deer High School), continued her usual routine explaining to me just why she did certain things and showing me how to do them.

All men, machines, etc. have a number, or a letter, or a combination of both given to them and any correspondence relative to a machine or man is always filed under this letter or number.

She showed me how to use the adding machine and I used it for a large portion of the afternoon.

All correspondence which enters the office is stamped with the date of entry.

On Wednesday I did a considerable amount of filing. Mr. M. dictated five letters to me. I had to make twenty copies of one of these letters. I made five carbon copies at a time. All letters have

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at least one carbon copy made of them. On Thursday Mr. M. dictated seven more letters to me.

He also explained how to read maps and showed me the files on bridges, etc. These files on bridges are very complete and give every particular of the bridge and how long they should last, etc.

The truck drivers are allowed to choose the place where they will buy their gas but they must stick to this place for the entire year.

They have two typewriters in this office; one is a standard typewriter and the other, a typewriter with a very long carriage—200 strokes.

I found my three days work in this office very instructive. It gave me a good idea as to what constitutes the work in this type of office.

After District Engineer James McQueen, one of the co-operating businessmen, had seen the project in operation, he wrote to Mr. Everest as follows:

On the matter of co-operative commercial training between schools, particularly high schools in smaller centers, and employers who from time to time require additions to office staffs, I would suggest that this method primarily gives the student some definite idea of how his or her training must be adapted and adjusted to the many types of business. . . . Many students do not seem to realize that the school training is only a preliminary training.

Under the co-operative method a student will, toward the completion of the school course, spend two or three days in three or more established offices acting as an assistant to one or more persons in each office. Should the novice be attending the same school that the office official attended, there will undoubtedly be much more give and take between the two.

The student will undoubtedly find that his or her

education has not been complete in many details, other than in the straight commercial course, and, if ambitious, will endeavor to pick up the slack. . . .

This lack of training is not necessarily due to a faulty commercial course but seems to be an omission in our school curriculum. With proper co-operation between the school and prospective employers, deficiencies in education could more easily be brought to the attention of the school authorities. With the correction of details in educational methods, the employer is enabled to obtain better educated and trained employees.

Another businessman, James W. Drummond, accountant for the Central Alberta Dairy Pool, wrote:

With reference to the co-operative commercial training plan which Mr. Everest inaugurated when in Red Deer, we considered the plan had many advantages to the pupil and business concerns. While we had some misgivings as to the assistance we could give to the pupil in the few days time allotted to work in our office, we were agreeably surprised to find that the pupil who was assigned to us fitted into our office routine surprisingly well. The second day's work, we believe, was most beneficial for all concerned, as the pupil seemed to have become acquainted with the staff and had more assurance.

We were encouraged to try out two more students from Mr. Everest's class and found them quite satisfactory. As a matter of fact, we had two openings for junior stenographers, and, although we understood the pupils were required to finish their courses, we had no hesitation in making arrangements to take them into our organization when their courses were completed. They are now working for us and we are very well satisfied with their progress.



## Keep Them in School

CHAIRMAN MACLEAN of the President's Committee on Fair Employment Practice has predicted that the number of pupils in high school may be reduced by 40 to 50 per cent and college enrollments may fall as much as 70 to 80 per cent by 1944. . . . Many young people may be prompted to leave school in disregard of their own ultimate interests and without any worthy advantage to the nation's war effort. . . . It is also to be recognized that some are leaving high school because they are not satisfied with the program of studies and activities that it offers.

Three proposals:

1. Plan a school program that is real to the young people and offers them something worth while from a vocational point of view.

2. Adjust the program of the individual after studying his case with the aid of all available data and techniques.

3. Provide for the pupil who is obliged to work but wishes to continue in school. Give him a part-time program and watch his total load, his hours of coming and going, in order that his program may be well balanced.

—Excerpts from *The School Review*, September, 1942.

A NEW CURRICULUM for teacher-training majors in business education has been established in the School of Business, University of Colorado, Boulder. Dr. Harl Douglass is director of the College of Education, and Miss Helen B. Borland is head of the Department of Commercial Science.

The new curriculum is the same in the freshman and sophomore years as for other business majors, but in the junior and senior years more flexibility in the choice of electives is provided than for any other major in the School of Business.





# Introducing An In-Service Course

JACK G.  
EDELMAN

THE primary reason for the establishment and continuance of any professional association is improvement of the profession. In the case of an educational association, this implies, among other things, improvement in the instructional skill of the teacher members, as well as constant examination of the various syllabi and of teaching materials to suggest needed changes and betterments arising out of shifting conditions and varying business practices.

As one step in its program of professional improvement, the Accounting and Commercial Law Teachers' Association of New York City instituted a one-semester in-service course, "Problems in Commercial Education." The responsibility for conducting the course was placed in the hands of the two vice-presidents of the Association and a former president, who volunteered his services. Several weeks before the course started, these three persons met to plan the semester's work.

At the very beginning, arrangements were completed with the Board of Education whereby those teachers registering for the course would be granted credit toward salary increment. Next, it was decided that the main emphasis for this first semester was to be directed toward syllabus revision, as the various New York City commercial syllabi had remained more or less static for about a decade.

## *Subjects of Meetings*

The course was then planned to consist of fifteen meetings of two hours each, the topics for the meetings to be as follows:

1. Organization of the course
2. Needs of the pupils, and how all education, specifically commercial education, has attempted to meet them
3. New trends in educational psychology—their effects on commercial education

4. Educational trends as shown by recent studies—Regents' Inquiry, Thirty School Experiment, Speyer School Report, etc.
5. Place of commercial education in a program of general education
6. General vocational education vs. training in narrow specialized skills
7. Problem of individual differences in commercial education
8. The contribution of commercial education to the winning of the war
9. Commercial education in the life of a democracy
10. Relation of commercial education to success in business
11. Implications of curriculum changes for teacher training
- 12, 13, 14. Reports by syllabi committees
15. Examination

The first three meetings, immediately following the introductory session, were intended to provide motivating influences; that is, to develop an understanding of present-day needs of both pupils and of society, as well as to see how well the present syllabi are meeting these needs. The remaining meetings were to be devoted, for the first hour, to a discussion of present-day problems; and the second hour, to actual syllabus revision.

## *Leaders Appointed*

Each of the three persons in charge of the course was to assume responsibility for one of the first three meetings. For the rest of the semester, each teacher in the course was to lead the discussion for the first hour of one of the subsequent meetings; during the second hour, the entire class was to be divided into small subject groups, in accordance with the interests of the various teachers. Each group, under one of the three sponsors of the course, was to work on the syllabus chosen. (Several topics, included in the term's program, were

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to be left open, so that outsiders who had made special contributions in these fields could be invited to address the assemblage.)

The work to be required of each member of the course, therefore, was: (1) to prepare to lead a discussion for one hour of one meeting, (2) to enter into the discussion at all other meetings, and (3) to serve on a syllabus committee whose purpose was to suggest, weigh, and combine the ideas of all in the subject group. At the start of the course, it was decided to make clear to teachers registering that everyone was to be regarded as a teacher; that each one would have to assume responsibility, not as a pupil in a course, but as a competent, professional-minded person, eager to learn more about his subject and improve his teaching.

After the organization and procedure to be followed were determined, duplicated notices announcing the course were mailed to each school representative, with a request that he distribute these to the members in his department. Each notice bore a detachable stub, which was to be returned by the interested teachers.

Another duplicated notice was then sent to each department chairman, advising him of the

course and requesting him to bring it to the attention of his teachers. Persons who signified their interest in the course by returning the stubs were now notified of the time and place of the first meeting.

### *Desired Outcome of the Course*

Through this course, the Accounting and Commercial Law Teachers' Association hoped to serve its members in the following ways:

1. By creating an awareness of the needs of both pupils and society at the present time.
2. By offering concrete suggestions whereby their teaching would be attuned to wartime conditions.
3. By providing the opportunity to acquire a knowledge of the latest findings in education and in psychology.
4. By enabling members to learn about the latest changes in business and in business procedures.
5. By developing a feeling that teachers have a voice in revising the syllabi that they themselves will have to use in their classrooms.
6. By providing an opportunity to understand the problems and share the experiences of fellow teachers in other schools.
7. By developing a spirit of co-operation among the members.
8. Finally, by providing a means of obtaining credit for salary increment in a professional manner without having to pay tuition fees.



## New Self-Teaching Texts for U.S. Service Men

SO great has become the demand from members of our armed forces for educational opportunities that the Army Institute has now undertaken to make a new kind of self-teaching textbook available in various fields of study, and has called to the directing of this task a recognized leader among the nation's textbook editors and publishers. He is Mr. William E. Spaulding, educational editor of Houghton Mifflin Company, Boston, who has been temporarily released from his duties with that firm.

Mr. Spaulding will have an editorial staff and will work with an advisory committee of school and college administrators and teachers in the selection of existing texts that can be adapted to the needs of men in military service, and in outlining plans for new texts to be prepared. Use will be made of experienced writers and publishers of texts, and materials from the fourth grade to professional levels are in prospect.

The Army Institute is already offering seventy correspondence courses to men and women in the

army besides arranging for regular instruction by mail in 700 different courses given by 79 schools and colleges. But these are not enough to satisfy the study-hunger of Uncle Sam's fighting personnel.

Mr. Spaulding's appointment has received the unqualified endorsement of the American Textbook Publishers' Institute, representing twenty-eight educational publishers.—*Journal of Education*.

SPENCER D. BENBOW, associate principal of the Merritt Business School, Oakland, California, has been commissioned a captain in the Army and is stationed in Washington, D. C., in the Office of the Chief of Special Service Divisions, Services of Supply, War Department. His title is "Guidance Officer."

One of Capt. Benbow's assignments is to publicize among the Army troops the self-teaching educational program set up by the Army Institute.



# We Are All Salesmen

HARRY D.  
SMITH

PUPIL interest in salesmanship and advertising is present even before pupils enter the classroom for the first time. This is indicated by the class reaction to an initial question given to newly organized classes: "How many in this class have never had salesmanship or advertising experience?" Invariably, some pupils raised their hands.

But further questioning will reveal that quite a number of these same pupils have done the following:

1. Induced fellow-pupils to join school or church organizations or clubs.
2. Sold tickets for athletic contests or school entertainments within the educational institution.
3. Sold tickets for events outside the school.
4. Participated as cheer leaders.
5. Solicited advertisements for the school publications or entertainment programs.
6. Conducted sales campaigns for the school publications.
7. Made up successful advertising posters for various school activities or projects.

Some of these reticent students have even discovered that they had some store experience or had done some canvassing.

What a rich background and excellent starting point for the teaching of a subject! How many subjects can we name that induce immediate self-expression as do salesmanship and advertising?

The personal experiences of these prospective junior salespeople have demonstrated that even timid introverts can be led to become highly enthusiastic about the sales or advertising proposition under consideration.

These experiences represent a pedagogic springboard for the teaching of salesmanship principles and may tend to dispel the old idea that salespeople are born with a natural genius for that activity and that they cannot be educated or trained for it.

Why make a vitalizing and naturally interesting subject like salesmanship difficult? It is

simplicity itself. It merely means the emerging of the average pupil from what he or she already knows into the related unknown. And, as indicated, it is often found upon investigation that the pedagogic "related unknown" has, in the case of salesmanship, had more than a speaking acquaintance with a number of these beginning pupils of the subject.

It is difficult to convince some teachers that salesmanship classroom work can be made easy. Such teachers usually have not had actual experience in selling goods over the counter. But does this kind of selling necessarily make for the development of successful sales traits?

Desirable traits may be named as follows: thorough knowledge of the goods or services for sale; a keen interest in the customer's needs; and the ability to do certain specific things, like presenting the goods or proposition attractively, selling to all kinds of prospects, and closing the sale successfully.

Other successful traits in actual merchandising comprise an appearance bespeaking general attractiveness with proper grooming, a co-operative attitude toward the store's environment including persons associated with it, accuracy in presenting factual merchandising information, and a general willingness to learn and improve on the job.

## *Traits Developed Early*

Close observation among those who present ideas convincingly or sell goods successfully will indicate that salesmanship traits have already been developed during early years within the family circle, among playmates, in clubs, classroom, or by engaging in various school projects or school activities.

Salesmanship comprises the marketing of goods, ideas, or services. Fortunately, the in-

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HARRY D. SMITH teaches in the Central High School, Paterson, New Jersey. He has written many magazine articles and has lectured before the American Banking Institute, commercial teachers' conventions, and businessmen's groups. He is now working toward the degree of Ed.D. at New York University.

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structor in this subject and his pupils are not called upon to specialize, which would mean learning the detailed facts about thousands of propositions or merchandising items.

If it is remembered that secondary school salesmanship and advertising pupils are boys and girls with limited, though varied, experience, the instructor will start his or her instruction on a basis in accordance with their knowl-

edge, understanding, and experience. This rich background of pupil experience can be utilized with assured success to develop those traits which are essential for the sale or marketing of ideas, services, or goods.

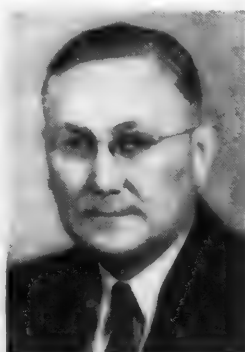
In helping to develop the affirmative traits of successful salespeople, the teacher of salesmanship and advertising is privileged to perform a genuine community service.



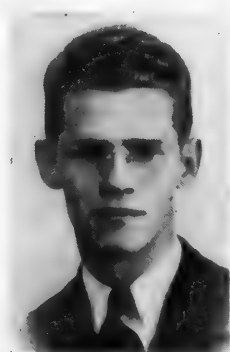
## Southwestern Private Schools Consider Emergency Measures



C. I. BLACKWOOD  
President



E. A. GUISE  
Vice-President



GEORGE R. PARISH  
Secretary-Treasurer

SEVERAL IMPORTANT RESOLUTIONS, which will have considerable influence on business education, were adopted by the Southwestern Private Commercial Schools Association at a special meeting held in Dallas, Texas, October 16 and 17. These resolutions are in brief as follows:

A questionnaire is to be sent at once to all private business schools to obtain certain infor-

mation needed by the Government as to training facilities.

Every private business school is to have a voice in the election of the members of the Emergency War Committee, which will include fifteen school executives—five from member schools of the American Association of Commercial Colleges, five from the National Association of Accredited Commercial Schools, and five not connected with either. The committee will represent private business schools in conferring with Government agencies.

The following officers were elected:

*President:* C. I. Blackwood, Blackwood-Davis Business College, Oklahoma City.

*Vice-President:* E. A. Guise, Tulsa (Oklahoma) Business College.

*Secretary-Treasurer:* George R. Parish, Draughon's Business College, San Antonio, Texas.

*Board of Directors:* Allen Moore, Chillicothe (Missouri) Business College; Ben Henthorn, Kansas City (Missouri) College of Commerce; Mrs. T. H. Rutherford, Rutherford Business School, Dallas, Texas; Don A. Phillips, Nixon-Clay Commercial College, Austin, Texas.

## That Typewriter Shortage

Sirs:

In the October B.E.W. you asked for a statement of what we had done to help remedy the typewriter shortage. We are glad to offer our solution with the hope that it may prove helpful to someone.

Each of our students is required to pay a semester fee of \$1.50. We have five typing classes, and all sections are full. This means that a total of \$7.50 is paid for each machine each semester by the five different students using that machine.

When the Government asked for our machines, we made a proposition to our students. All who had machines were asked to bring them for school use. If the school could use a machine, we would pay to the student who brought it the \$7.50 semester fee, less his own fee of \$1.50. This meant that students letting the department use their machines for the year would receive a cash rental fee of \$15, less their own fee of \$3.

The students responded well; we were able to choose the best machines from the number brought and continue our classes as before, and we all feel we have contributed to the war emergency need.—*Vera Mae Walden, Ada High School, Ada, Oklahoma.*

**We're bound to win the war. One staple  
is now doing the work of two.  
The B.E.W.**





PAUL S. LOMAX

# 1942 N. B. T. A. Convention

*Detroit, December 28-30*

**D**R. PAUL S. LOMAX, president of the National Business Teachers Association, has announced the convention program in detail. All sessions will

be held at the Hotel Statler, Detroit. The convention will open with a reception and special program at 8 p.m. on Monday, December 28. Key speakers at the general sessions have been announced as follows:

*December 29: "Wartime Realities in Changing Business Education."* Speakers, Dr. Francis J. Brown, American Council on Education, Washington, D. C.; Elvin S. Eyster, Indiana University; Clinton A. Reed, New York State Education Department; Earl P. Strong, U. S. Office of Education.

*December 30, evening: "Education as a Victory-Winning Force in World Democracy."* Speakers, Dr. J. W. Studebaker, U. S. Commissioner of Education; Col. M. Thomas Tchou, former secretary to Generalissimo Chiang Kai-shek.

The theme of the convention, "Business Education Realities in War and Post-War," will be emphasized in all the programs of the college, private school, and public school departments, as well as in the seven round tables.

Among the prominent leaders scheduled to speak are Dr. Orlo L. Crissey, of Flint, Michigan; Cecil Puckett, Indiana University, president of the N.E.A. Department of Business

Education; W. J. Cameron, of the Ford Motor Company; B. Frank Kyker, Chief, Business Education Service, U. S. Office of Education; Milford L. White, Chief, Regional Research, U. S. Department of Commerce; Paul A. Mertz, director of company training, Sears, Roebuck and Company.

Assistant Superintendent Ivan E. Chapman and Supervising Principal J. L. Holtsclaw, of Detroit, head the local committee that is planning the program in conjunction with the N.B.T.A. executive board and the Association's officers.

Room rates for reservations made at the Hotel Statler before the time of registration are guaranteed by the hotel at \$3 for a single room and \$5 for a double room. Reservations should be made immediately.

## Officers

*President:* Dr. Paul S. Lomax, New York University.

*First Vice-President:* Paul A. Carlson, U. S. Civil Service Commission, Washington, D. C.

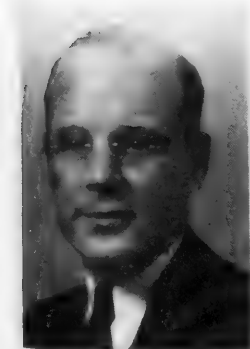
*Second Vice-President:* David E. Johnson, New Trier Township High School, Winnetka, Illinois.

*Secretary:* J. Murray Hill, Bowling Green (Kentucky) Business University.

*Treasurer:* Karl M. Maukert, Duffs-Iron City College, Pittsburgh.

## EXECUTIVE BOARD MEMBERS

Dr. Paul S. Lomax; Elvin S. Eyster, Indiana University, Bloomington; Paul Moser, Moser School, Chicago; Ivan E. Chapman; Dr. Lloyd V. Douglas,



PAUL A. CARLSON



DAVID E. JOHNSON



J. MURRAY HILL



KARL M. MAUKERT

Recruiting Specialist, U. S. Civil Service Commission, St. Paul, Minn.; J. Murray Hill.

#### DEPARTMENTAL CHAIRMEN

*Secondary Schools:* Clyde W. Kammerer, Central High School, Detroit.

*Private Schools:* E. O. Fenton, American Institute of Business, Des Moines, Iowa.

*Colleges:* Dr. Herbert A. Tonne, New York University.

#### EDITORS

*Business Education Digest:* Eleanor Skimin, High School of Commerce, Detroit.

*Yearbook:* Dr. McKee Fisk, Woman's College, University of North Carolina, Greensboro.

**T**EACHERS COLLEGE, Columbia University, is holding a breakfast meeting in connection with the meeting of the National Business Teachers Association in Detroit. The breakfast will be held on Tuesday, December 29, at 8 a.m. at the Hotel Statler. All former and present students of Teachers College are cordially invited. For further information see the printed program at the convention.

**T**HE NATIONAL ASSOCIATION OF BUSINESS TEACHER-TRAINING INSTITUTIONS, which held its annual convention at Christmas in 1941, this year will resume the custom of holding the meeting in February. The dates are February 26 and 27, 1943; the place is the Mark Twain Hotel, St. Louis. Details of the program will appear in a subsequent issue of this magazine.

Dr. Paul O. Selby, of State Teachers College, Kirksville, Missouri, is president of the Association.

**T**HE FOLLOWING BULLETINS published by the National Association of Business Teacher-Training Institutions are available for distribution at 50 cents each. Bulletins 1 to 8 and a few other numbers are out of stock. When ordering, please remit in cash, small-denomination stamps, or check. Send orders to the editor of the Bulletin, Dr. Benjamin R. Haynes, University of Tennessee, Knoxville.

9. Research in Commercial Teacher-Training. 1936.

10. Methods Requirements in Commercial Teacher-Training. 1936.

11. Practice Teaching and Business Experience in Commercial Teacher-Training Institutions. 1937.

12. Tenth Annual Conference of National Association of Commercial Teacher-Training Institutions. 1937.

14. Suggested Programs for Commercial Teacher-Training Institutions. 1938.

17. Proceedings of the Twelfth Annual Conference. 1939.

18. State University Programs for Preparation of Business Teachers as Compared with Programs for Home Economics, English, and Social Science. 1939.

19. Committee on Policies Progress Report. 1940.

21. An Analysis and Appraisal of Some Consumer Education Programs in Secondary Schools. 1940.

22. Proceedings of the Fourteenth Annual Conference. 1941.

23. Commercial Teacher-Training Curricula in 94 Accredited Teachers Colleges and Normal Schools in 1938. 1941.

24. Teacher Training and Research Studies in Business Education. 1941.

25. A Study of Student Teaching in Business Subjects in State Teachers Colleges, State Colleges, and Universities, and Selected Private Colleges and Universities. 1942.

26. Reports of Work Committee on a Rating Scale for Secondary Business Education. 1942.

27. Proceedings of the Fifteenth Annual Conference. 1942.

28. Comparative Analysis and Evaluation of National High School Subject-Matter Societies with Implications for the Future Business Leaders of America. This issue also contains a subject and author index of Bulletins 1 through 26.

### A. B. W. A. Convention Canceled

**T**HE annual meeting of the American Business Writing Association, usually held at Christmas, has been postponed by a decision of the Executive Board, because of transportation difficulties. *The A.B.W.A. Bulletin* will continue to keep the membership informed of developments in the teaching of business writing, which assumes additional importance in wartime.

**B**ETA ALPHA CHAPTER of Pi Omega Pi was installed at George Peabody College for Teachers on July 21, 1942. The group of twenty-four charter members is under the sponsorship of J. D. Fenn, head of the Business Education Department of the college. Officers of the new chapter are as follows:

President, Eleanor Brown; Vice-President, Martha Smith; Secretary, Lexie Ferrell; Treasurer, Martha Lee; Historian, Cynthia Pickard.

The chapter was installed by G. H. Parker, professor at the University of Tennessee and president of the business education section of the Tennessee Education Association. Mr. Parker was guest speaker at the dinner following the installation.

The Business Education Department of Peabody College was organized in June, 1937. Its growth has been rapid, and it now ranks with the largest departments in the school. Both graduate and undergraduate degrees are offered. The department from its beginning has been under the direction of J. D. Fenn.

**T**HE B.E.W. RECENTLY ASKED business educators now in the service for a statement as to how the rest of us can be of most service in helping to win the war.

Here is a message from Lt. Eugene H. Hughes, Army Air Corps:

I have only one message for business teachers, and that is: The war cause needs your help in every way possible. Buy all the bonds you can, and do the very best job possible in training young boys and girls for the future. We can't afford to let democracy down now.

Lt. Joseph DeBrum, Army Air Corps, writes as follows:

Although I'm plenty pressed with duties and have the feeling that every available moment should be concentrated on win-the-war matters, I find that checking up on developments in business education is a good morale builder. Your note to those of us in the service was therefore especially welcomed. There will probably be two or three changes in my address before the end of the year. Here's hoping that the B.E.W. will be reaching me in Scotland or New Zealand or some war theater overseas before too many months pass.

**A**TREND OF THE TIMES is indicated by this excerpt from a letter written by a teacher in a public business school for high school graduates:

We are having new experiences in our school this year. Our student body is made up of older people; the average age is twenty-three instead of the customary eighteen. Most of the women are married. We have three students over sixty, and one says she's eighty-two! Many of the women are over forty and find it hard to get back to study and school habits.

Last year the enrollment was around 1,500; this year it hovers about 700.

The men on our faculty are disappearing one by one, so it will be a woman's world very soon.

### Service Men's Addresses Wanted

**M**AIL ADDRESSED to the following commercial teachers at their former *teaching* addresses has been returned. Information as to their present service addresses will be appreciated by the editors.

Miss Olive May Whittington (WAVES), mail returned from Goldey College, Wilmington, Delaware.

Clyde Fake (Naval Air Force), mail returned from Fremont High School, Oakland, California.

Jerry Kintner (Navy), mail returned from Fremont High School, Oakland, California.

Lloyd R. Hurst (Navy), mail returned from Naval Training Station, Bloomington, Indiana.

Harold M. Payne (Army), mail returned from Goldey College, Wilmington, Delaware.

A. J. Ramsdell (Army), mail returned from Goldey College, Wilmington, Delaware.

★ ★ ★ ★ ★ ★ ★ ★ ★ ★ ★ ★ ★ ★ ★ ★

## Business Educators In the Service

(This list is a supplement to that published in the November, B.E.W.)

### ARMY

Ray L. Anderson  
Lionel Bal  
Don C. Bale  
John Bosch  
Albert Brinkman  
Cornelius L. Brown  
T. Carl Brown  
Joseph E. Buckley  
Williard C. Clark  
John C. Copeland  
Robert A. Cory  
Aleck L. Dannaway  
Warren B. Dickey  
C. C. Dillen  
R. H. Fenton  
Max Fesser  
John A. Fouhey  
Paul H. Fuller  
John V. Grizinski  
Charles E. Hart  
Henry J. Johnson  
Ralph S. Kaczor  
Thomas J. Kelly  
Raymond Kennedy  
Hugh Kilmartin  
Benjamin Kuykendall  
James B. Lyon  
Waldo J. Marra  
William L. Mease  
Richard M. Nash  
Francis A. Neibert  
Julius Nelson  
Graeme O'Neill  
Harold M. Payne  
Mathew T. Perpich  
A. J. Ramsdell  
Joseph D. Rovevich  
Harvey D. Russell  
Harry L. Shadles  
Richard W. Stone  
Vernon W. Stone  
Paul E. Tepper  
Roger Williams

### ARMY AIR FORCE

Hanphyn T. Carlson  
Jack Crowther  
Philip Ferguson

Forrest G. Fuller  
Eugene Rowden  
George B. Sisco  
Kenneth R. Skinner  
Roland C. Waterman

### WAAC

Katherine R. Goodwin  
Ruth Mueller

### NAVY

Phillip Bromley  
Louis M. Dean  
John Dixon  
Marco Handley  
Heber H. Holloway  
John L. Hoover  
David P. Hourin  
Paul Henry Jones  
Frank E. Ligouri  
Dean R. Malsbary  
James E. Miller  
Paul Mitchem  
J. M. Murray  
R. M. Nimmo  
L. S. Purdy  
Leonard C. Oates  
Paul W. Seaton  
Andrew G. Siska  
James M. Thompson  
Howard Wood

### NAVY AIR FORCE

Royce D. Brough  
Jack Moore, Jr.

### WAVES

Margaret Helen Dobbie  
Sara E. Hill  
Dorothy B. Kaufman  
Ruth F. Kennedy  
Mary E. Meiring  
Caro I. Reese  
June B. Roberts  
Catherine Stevens  
Vee White  
Olive May Whittington

★ ★ ★ ★ ★ ★ ★ ★ ★ ★ ★ ★ ★ ★ ★ ★



A section of the T.W.A. telephone reservations room at LaGuardia Field, New York. Airline reservations departments are operated day and night.



Before flight time, a passenger's baggage is weighed, his ticket examined, and he gets last-minute information about schedules.



The ticket counter of United Air Lines, Portland, Oregon. These clerks are reserving space, selling tickets, and answering air travel questions.

# They Sell A

FRANCES AVE

What happens in the offices back of attractive air transport plane? This article, one of a series and space-control department work, for which air

**I**N the few minutes that elapse between the time an air traveler asks for a plane reservation and the time the airline confirms and records his reservation, many operations swiftly take place. Behind the scenes, a mechanism that employs ingenious invention and well-trained minds is put into play.

A passenger steps up to the ticket counter of a large airline to book passage on a transport plane. The counter sales clerk who receives the inquiry knows what flight will best suit the passenger's plans for departure and arrival. He flips a switch and talks by loud speaker to a space-control clerk in the reservations room. This clerk, by glancing at a large board, similar to the one pictured on the next page, learns that space is still available for the flight in question and tells the clerk at the counter to assure the passenger of a seat. The counter clerk does so, repeats the number of the flight and the departure time, and asks if the passenger needs transportation from the city to the airport.

If the passenger does not hold an air travel card, he pays for his ticket and gives the clerk his business address and telephone number.

If the passenger is traveling on business, he probably holds an air travel card, which means that his company does at least \$300 worth of business with the airlines yearly and has established a special credit account by depositing \$425 with an airline. To members of the firm who travel by air the airline has issued cards that will allow them to reserve space on any one of seventeen airlines. On the back of a travel card is a metal name plate, which the counter clerk registers by pressing it on a ticket form. The passenger signs the form, and the amount of the ticket is debited to his company, to be billed at the end of the month. In this way, no time is wasted in recording the names of the passenger and the firm he represents; and the passenger does not have to carry with him money for his transportation.



# Air Space

SMITH

line lobbies when you book passage on a airline personnel, tells about reservations es employ thousands of men and women.

While this is going on at the counter, a e-control agent seated in the airline's reser- ons room at the airport has sent information at the booking to the space-control section, re another clerk has recorded the informa- on a huge blackboard.

The traveler could have made a reservation phone and picked up his ticket later, or he ld have asked the airline to deliver it to a. Most reservations, in fact, are made by one. Then his request for a seat would have n taken care of by a telephone reservation k, who, like the counter clerk, would have mediately asked a space-control agent for a t assignment.

If our passenger's destination had been a city on the airline's own route, the reservation would have asked the space-control de- tment to book space on a connecting airline. is would have been done expeditiously by e exchange of teletype messages or telegrams. Reservations departments of United States lines employ a small army of men and wom- , and these departments are training more d more women.

Women would have been trained for reser- tions work years ago, personnel managers plain, had airlines wanted to take the respon- ibility of employing women on night shifts. ow, however, because of the shortage of men or civilian work, these companies have taken recautions to see that their women employees ave safe means of getting to and from work e all hours.

"Transportation is a twenty-four-hour-a-day business," American Airlines points out to ap- licants for reservations work. "Accordingly, assigned hours—which ordinarily average eight er day—may occur at any time during the twenty-four hours of the day. Each seven-day eriod includes at least one twenty-four-hour est period."

The duties different airlines assign to their ales, reservations, and traffic representatives



In the American Airlines reservations room at LaGuardia Field, clerks have 650 Flagship seats to fill, and handle about 4,000 phone calls daily.



In many large hotels are airline ticket counters similar to this one maintained by Chicago and Southern Air Lines in the Rice Hotel at Houston.



This board in American's space-control room gives up-to-the-minute information about available air- plane seats on flight for the coming three weeks.

vary, as do the titles they bear. But, generally speaking, these employees are in one of four groups: outside sales representatives, counter sales clerks, telephone sales clerks, and space-control agents.

Outside salesmen, who formerly solicited business from commercial houses, don't have much to do these days. American Airlines, for instance, has cut its staff from eighteen to three. Before the war, these men sold air service to businessmen, lectured about the advantages of air travel, entertained prospective customers, and kept relations between airlines and business firms running smoothly.

United Air Lines still employs a small staff of outside salesmen, prefers college graduates for these jobs, and looks for men who have had travel experience. Other qualifications are that they have the gift of making friends easily and be able to speak before public gatherings.

Now, because airlines have all the reservations they can handle, the duties of outside salesmen have been reduced to explaining priority ratings to civilians, to maintaining contacts with men in other industries, and to seeing that their former customers have the best service possible from airlines whose first concern must be to serve military and government personnel.

#### *Western Air Lines' Counsellaires*

Western Air Lines gives a unique service to its passengers. This service, similar to that offered by travel bureaus, has opened a new field for women in traffic and sales work. The counsellaires, as Western calls their women traffic representatives, are college graduates between the ages of twenty-two and thirty. Possessing well-modulated voices, they must have had experience in radio or public speaking. Before they start to work, they are trained for six months in air travel salesmanship, airplane mechanics, public speaking, and public relations. They wear uniforms, as, in fact, do most employees in airline sales and reservations work. Counsellaire uniforms are brown suits and overseas caps, and blue blouses.

These young women know all the answers to air travel questions—from queries about the operation of a plane on a radio beam to "Is it all right to talk to men on planes?"

As counsellaires must be familiar with the area to which their clients wish to fly, part of their training has been to travel by air to dif-

ferent parts of the United States, particularly vacation spots. They plan vacations and wedding trips, provide for the care of children aloft, talk over the radio, and address club meetings.

Although the war has lessened the need for this service, airlines realize that civilians will again be potential customers after the war. Meanwhile, airlines are keeping the good will of their patrons by offering the kinds of service just described and by staffing their space-control and reservations departments with intelligent and courteous crews.

#### *Duties of Reservation Clerks*

The men and women who sit at telephone reservation desks have good telephone voices and know the tariff rates and schedules of their own airlines as well as those of connecting lines. Counter representatives, also, must know schedules and fares thoroughly. And all employees must be able to think intelligently and accurately in order to prevent mistakes.

They must try to sell space on other flights when accommodations are not available on the first plane requested. Space in a transport plane in flight is of great value to an airline; employees on the ground must realize its worth and weigh their responsibilities accordingly. A plane not filled is flying at a financial loss. Results are also costly, besides being extremely embarrassing, if a seat has been twice sold.

Employees at an airport counter make cash reports of ticket sales; they check and weigh baggage and inspect tickets. For Pan American Airways counter clerks, this means inspecting visas and passports as well.

The responsibilities of a reservation clerk are not ended when the reservation has been made, the ticket sold, and the time of plane departure verified to the passenger. The clerk must keep the passenger advised of plane operations. If, for some reason, a flight is canceled, the clerk may have to route the passenger by land. This means the clerk must be able to talk intelligently about railroad and bus schedules.

In the same room with telephone sales representatives are the space-control agents, who assign seat and berth numbers. They sit on both sides of long tables with troughs into which they slip reservation cards. Each trough leads to a conveyor belt. When an assignment is made, the belt, traveling 350 feet a minute, carries it to the clerk responsible for making

the passenger manifest for the flight in question. As soon as a seat has been sold, the clerk makes note of it on a huge board in sight of all reservation and space-control personnel. Likewise, when a cancellation is made, it is immediately recorded on the board. Most major airlines use this method, the Tiffany System, to enable a roomful of employees to know at all times the situation in regard to all flight bookings.

Employees in the space-control room have equal opportunities to learn the complexities of the airline business quickly and thoroughly. Many of them will some day manage space-control departments.

### *Space-Control Management*

A space-control manager has a well-paid, interesting, and highly responsible position. A liaison officer between the traffic and operations departments, he prevents embarrassing and costly mistakes. He sees that all available space is sold. Whenever the operations department needs information regarding passenger loads, he is ready to give it. Not only does he control the space of regular flights, but he knows also what to do when weather conditions disrupt flights. He then gives passengers up-to-date information about when flights will be resumed; he knows how to consolidate flights and to route travelers by rail and bus if necessary.

At the request of other airlines, he will release space to them; and when his own airline needs space for purposes other than passenger travel, he will know what can be done.

He is also responsible to the communications department to see that messages are properly composed and do not violate company and governmental regulations.

So responsible and important is his job that Transcontinental & Western Air has written at the bottom of an instruction sheet given to all reservation and space control employees this paragraph:

The representative of traffic and sales is considered to be in training for the position of district manager. In most cases he has spent considerable time in the company's employ, learning the various functions and requirements of effective traffic work. He is required to have a general knowledge of all the functions and duties which the district manager performs. His work in co-ordinating group movements of military and defense industry personnel is a specialized job and one which requires specialized training for its effective performance.

No wonder, then, that airlines carefully consider applicants for their sales, reservations, and traffic offices, and set aside periods in which they observe and train new employees. Training may be given in schools with regular instructors or during probation periods in which new clerks are trained on the job.

Pennsylvania - Central Airlines' training course lasts two weeks; American Airlines', four to six weeks. Because of these short but intensive courses, the men and women who train for reservations work know, before they start to work, the airline code, priority rules, ticket procedure, how flights are routed, how space is broken down, how reservations are confirmed.

"And whenever possible," adds the booklet that American sends to prospective employees, "educational flights are included to acquaint you with the convenience, comfort, and customs of air travel."

For reservations and space-control work, American asks that applicants be more than twenty-one years of age and unmarried, that they be high school graduates and have had two years of college, or two years of business or other training. A new employee is on a six-months probationary basis, but his salary during this time, which includes the training period, is \$100 a month. During the next six months, it is \$120 a month, and at the end or twelve months \$140 a month. From then on, yearly increases depend on the ability of the individual.

### *Voice Tests Are Given*

United Air Lines gives its reservation representatives the same training passenger agents receive. About one fourth of the time in a three-weeks course is given to reservations training. Trainees take voice tests: three or four recordings are made of two-way telephone conversations, for the information of personnel and department managers, and also to show the trainee what is wrong with his voice and method of carrying on a conversation.

Northwest Airlines, which trains its reservation clerks on the job, also makes voice tests, but in a different way. A superior listens in on a connecting phone to the clerk's conversation with a passenger.

Airlines want college-trained persons for all reservations and sales work. Most of them want sales or business experience in addition.

The men and women selected must have good memories, be able to listen carefully to directions, and take down on paper accurate information about passengers' needs. They must know, without hesitation, which flight will best suit those needs, and be able to make out all ticket forms accurately so that there will be no confusion. Those who make records and reports of what has transpired must know how to type. Shorthand is invaluable to anyone who has to take instructions quickly by telephone and over the counter.

*No "Spinning" Allowed*

These employees must be able to write legibly under pressure. This brings up another qualification, perhaps the most important in all airlines work. They must be able to do all their work under pressure of time without "spinning"—airline terminology for losing control of oneself. Because these men and women must have even temperaments, well-ordered minds, and the ability to crowd a great deal of work into a short period, many

airlines give both temperament and intelligence tests to all applicants.

"English, public speaking, geography, psychology, transportation," suggest airline personnel managers when asked what studies will best prepare girls and boys for airline traffic work. Geography, because employees must be able to visualize maps when they give information about air routes; transportation, because they have chosen to work in an industry based on man's swiftest means of transportation; English, public speaking, and psychology, because of the contacts they will have with airline customers.

In speaking of the need for women to fill these jobs, J. H. Baldrige, director of Pennsylvania-Central's personnel, says, "To sum it all up, we want girls who are attractive, dress nicely, have pleasant dispositions and manners, poise, nice speaking voices, good diction, ability to meet the public and talk on the telephone, intelligence; in short, a good, general, all-around personality. More power to any school that can teach girls all these qualities."

*Schools Respond to Government Request for Typewriters*

THE PRIVATE BUSINESS SCHOOLS of the country have been co-operating splendidly with the War Production Board in eliminating the shortage of typewriters for Government use. According to Wm. M. Harris, chairman of the office machinery and equipment procurement committee of W.P.B., the used typewriters acquired from schools and business are designed primarily for the use of the armed forces, and 84 per cent are so allotted.

Here are excerpts from letters sent on October 20 by both the National Association of Accredited Commercial Schools and the American Association of Commercial Colleges to their members.

The Government is in immediate need of approximately 800,000 typewriters. These machines must be secured at an early date. The schools of the United States now have in their possession approximately 590,000 machines and the Government would like to secure at least 120,000 of them. According to the records of the W.P.B. these machines are now distributed as follows:

Public Junior and Senior High Schools	439,356
Private Business Schools .....	108,309
Parochial Schools .....	42,192
Total	589,857

W.P.B. has already requested some 25,000 industrial and commercial organizations to sell to the Government 20 per cent of the typewriters they now possess. It is anticipated that 480,000 will be secured from this source. (Many of the larger corporations have already pledged up to 25 per cent of their holdings.)

All state, county, and municipal governments are being requested to sell 20 per cent of their machines. Mayor Kelly of Chicago has already pledged 20 per cent of all typewriters owned by the city, including a full 20 per cent now in the entire school system. Another large city has promised W.P.B. 25 per cent of all its machines.

The officers of your Association believe that it is the patriotic duty of every private commercial school owner to transfer to W.P.B. all typewriters which it may possess in excess of its actual needs for instruction after typing classes have been readjusted so as to employ every machine throughout every class period of each school day. We further recommend that for the basis of determining how many machines you shall turn over to the Government, your enrollment in typing as of November 2, 1942, be used.

Public schools are also responding wholeheartedly. Detroit has given its junior high school typewriters to the Government and is going to offer another subject in the junior high school in place of typewriting.



# Wondering AND Wandering



WITH

LOUIS A. LESLIE



A BUSINESS EDUCATION MAGAZINE, dated May, 1942, quotes approvingly a report made on the schools of Cleveland some years ago:

"The overproduction of stenographers in general, and male stenographers in particular, is immediately apparent . . ."

Just as the steam started coming out of our ears over the seemingly limitless repetition of this common fallacy, we picked up a copy of *Education* for June, 1942. The June issue is devoted to the theme, "American Business Looks at American Education." On page 584 of that issue I find the paragraph:

The businessman's opinion of the value of grammar and secondary schools may not be a very high one; he may not understand why it is so hard to get a good male secretary, nor why a girl, after four years in high school in a large city, has to go to a private school or a continuation school before she is fitted to start work in an office; he may regret that boys have little ambition and not much "steam"; he may not understand why high school and college graduates cannot understand and execute simple written and oral instructions; and he may abhor superficiality; but he will rebuild the product of the educational system at his own expense, to meet his needs so far as he can, and keep his mouth shut.

Before deciding hastily which of the two authors is wrong, let me quote a little from the information supplied by *Education* about William L. Fletcher, the author of the paragraph just given:

During the first World War, he undertook various important civic surveys; and his survey of Racine, Wisconsin, made in three days and one hour, became a government standard. His work in the United States Employment Service, following that war, was outstanding. Since 1919, he has been in his own business as a personnel counselor, and more than

2,000 employers have paid him to locate and investigate men of topflight ability for responsible positions.

It is significant that a man with this fine background of placement work, a man who is paid by business to locate office workers, should say that the businessman "... may not understand why it is so hard to get a good male secretary . . ."

On the one hand we have the report from Cleveland that speaks of the overproduction of male stenographers; and, on the other hand, testimony as to the scarcity of male secretaries from a man whose life has been spent finding just such office workers.

Well, what do you think?



How OLD AM I? Well, I thought I knew, but since I've seen the following table, I'm not so sure.

## GROWTH VALUES FOR A 7-YEAR-OLD BOY

Mental Age	106 months
Dental Age	87 months
Reading Age	80 months
Weight Age	78 months
Height Age	77 months
Carpal Age	73 months
Grip Age	73 months
Organismic Age	82 months
Average Deviation	8 months
Chronological Age	84 months

No wonder some of our youngsters get their transcripts mixed a little. It must be very trying for a seven-year-old boy to be so many ages at once.



HAVE YOU EVER THOUGHT of the very significant difference between the words *education* and *instruction*? A careful consideration of the real meanings of the words will clear up some of the apparent conflict between our vocational teaching and the "humanities."

According to Webster, in whom we still have the most childlike faith, *education* comes from the Latin word meaning to *bring up a child* which in turn came from the Latin word to *lead forth*.

*Instruction*, on the other hand, comes from the Latin word meaning *furnish* or *provide*, the Latin derivation of which is literally *build in* or *build on*.

We might fairly say, therefore, that we offer *instruction* in shorthand or typewriting or office skills. That is to say, we *build in* or *build on* certain skills and learnings, leaving to others the agreeable task of *educating* the child.

*Instruction* is just as necessary and just as desirable as *education*. A clear picture of the literal difference between *instruction* and *education* will be of help to us in doing a better job of *instruction* and a better job of *education*.



OUR SOCIAL-BUSINESS FRIENDS may be familiar with the mutations of the installment plan, but the following paragraphs from *The New York Times* took away our breath:

In the rationed days ahead of us we shall get back not only to a simpler and sturdier life but to simpler and sturdier words. Thus it will be noticed that the Government has placed restrictions on the old-fashioned form of credit known as installment buying. The Government is not concerned with the elegant and ingenious variations of postwar years; when automobiles were not bought on the installment plan but on the deferred payment plan; when radios were bought on the monthly budget plan; when refrigerators were bought on the prolonged purchase plan; when vacuum cleaners were bought on the family finance plan; when fur coats were bought on the lunar cyclic plan; when washing machines were bought on the mutual fiduciary plan. Common to all such plans was the slight detail of mailing a check every month or having a man call every week.

Such luxury labels are now of the past. We are going back to the operation, under the Government's sharp eye, of the fine old installment plan of our grandfathers.

The *Times* forgot to mention the one new wrinkle that the Government has put in "the fine old installment plan of our grandfathers." Our grandfathers weren't paying their income taxes on the installment plan. The newest wrinkle that will probably be added is the plan of paying last year's taxes with one set of installments and next year's taxes with another set of installments running at the same time. Wonderful what you can do with installments!



ONE OF THE MOST PATHETIC OCCASIONS in a teacher's professional life is touchingly described by Mrs. Annie S. Johnson in the *Georgia Education Journal*:

I had a falling out with the marking system about twelve years ago. I was teaching the first grade. There was a seven-year-old-boy with an I.Q. of 80. He sold peanuts on the street corners in the afternoon. He lugged his primer back and forth to school. On his way to school, he would sit down on the curb and ask the passerby words he didn't know. (I learned all this later on.)

When report time came—and how we all dread that time—I thought I had to mark him U (unsatisfactory) because he did not come up to the requirements prescribed. He stayed after school and with his big eyes boring into mine, asked, "How come I got U when I done the best I could?"

There are shelves of highly controversial attempts to offer a satisfactory solution to this problem. There probably is no good solution. But as long as we teachers remain human enough to be touched by cases of this kind there is hope for us and for the youngsters. When we fail to feel a tugging at the heart strings in such a case, it's about time to think of taking up some other line of work!



WHAT IS A GOOD TEACHER? What is a poor teacher? Why does the poor teacher sometimes get better results than the good teacher?

A teacher must be judged in at least two ways. First, she is either good or poor in her mastery of content and the methods of imparting that content efficiently and economically to the pupils in her classes.

Second, she is either good or poor in her handling of the pupils as human beings. A teacher may be such a good coach that the pupils are impelled to learn without real help from the teacher, sometimes in spite of the handicap of the teacher's lack of knowledge of content or of teaching methods.

Then, of course, there is the occasional heaven-sent teacher who knows her content and teaching methods thoroughly and who also has the gift of getting the most out of the human beings entrusted to her care. Then we see results!

Because of this dual standard, there has been much misunderstanding of the characteristics of a good teacher. The success of the fine coach who gets results in spite of her own obvious ignorance of content or methods encourages others to feel that neither content nor methods is important. The success of the content-expert or the methods-specialist sometimes obscures the necessary role played by the teacher's skill in handling human material.

Let us not neglect either of these two necessary factors of good teaching.



RAY PRICE, in the *Encyclopedia of Educational Research*, tells us in his article on "Consumer Education" that, except in the high-income families, "seven times as much money is spent for tobacco as is spent for education." After we got over the shock of this, we began to wonder whether this means that the high-income families do less smoking or more educating than the rest of us.

# Are Your Students Helping to Win the War?

EVERY business student is needed right now for community service, from the timid girl who is good at envelope addressing to the youth whose executive ability will no doubt advance him rapidly in the Army or Navy and, later, in his business career.

Most students of high school age are eager to contribute their time, talents, and thought to winning the war. They supply the enthusiasm; you provide the guiding hand.

Each year, the BUSINESS EDUCATION WORLD, national sponsor of the Order of Business Efficiency, has published program and activity suggestions for teachers who are chapter sponsors. This service from the B.E.W. is no longer essential. We recommend that sponsors of O.B.E. chapters merge their groups in the local Community Service division of the High School Victory Corps. Business efficiency will continue to be the goal of these students. The BUSINESS EDUCATION WORLD will not make further recommendations of activities suitable for O.B.E. chapters, because your local and national Victory Corps directors will be better able to assign useful work that needs to be done right now.

Members of business students' clubs will be assigned to do actual work in the Victory Corps. They will have so much intelligently directed, real business activity that meetings will be hard to schedule. Still, a club meeting should be held when possible, because members will have many new business experiences to relate.

The newly organized High School Victory Corps is "a national voluntary organization for secondary schools, designed to mobilize secondary school students for more effective preparation for and participation in wartime service." For complete information about this important organization, which is recommended by the U. S. Office of Education Wartime Commission, the War Department, the Navy Department, the Civil Aeronautics Administration, and other groups in the National Policy Commission, see the booklet, *High-School Victory Corps*, obtainable from the Su-

perintendent of Documents, U. S. Government Printing Office, Washington, D. C.

## *Community Service Division*

Your business students are eligible for the Community Service Division of this Corps if they meet certain requirements. The insignia of this Division is shown on this page.



Among the requirements are these: Students must be preparing for certain service occupations, which include "stenog-

rapher, typist, bookkeeper, and salesman." They must be engaging in some form of part-time work, either paid or voluntary, in some form of community service.

Teachers should stress this work requirement, not as a burden to be borne but as a distinction of which Community Service Division members can be proud. Our young people are going to learn what responsibility means.

## *What Students Can Do*

The whole relationship of high school learners to the grown-up world has changed. A year ago, these students were petitioners, asking for work experience. Now they are the longed-for, necessary helpers in civilian defense.

Business students are typing, filing, indexing, addressing, and taking dictation behind the scenes for all the civilian defense services, for the USO, for the Red Cross, for civic and church organizations that are selling war bonds or collecting scrap. This kind of work uses all the talents needed by an earning office worker, and all the admirable personal qualities such as skill, dependability, accuracy, and tact. In fact, volunteer work is a much more severe test of character than paid work, because of the difference in motivation. In paid work, the motivation is the pay check. In volunteer endeavors, the motivation is the desire to sacrifice one's own time and effort in

## *The Order of Business Efficiency*

**Membership:** Open to any student who holds a B.E.W. Senior Certificate of Achievement for having submitted a satisfactory solution to one of the problems published by the Business Education World. Bookkeeping and transcription problems are published regularly; problems in letter writing are presented from time to time.

**How to Organize a Chapter:** Write to the Business Education World for complete information.

**Insignia:** The attractive O.B.E. pins are still available to members at 60 cents each, including Federal tax.

order to earn the satisfaction of having given service.

In any group of persons, whether students or adults, there are some who can lead and some who prefer to follow. Put your leaders to work on tasks that require executive drive and follow-through. Let your followers do the routine tasks—they are important and necessary, too. A boy or girl who chafes at doing detail work but produces new ideas may be an executive in the making. Put his talents to work in producing and carrying out his ideas.

Let the followers take care of the records (for example) for the periodical scrap collection. Mrs. Jones promised an old wringer; the service station promised five rusted tire rims. Your student solicitor (who will be a salesman some day) promised that the wringer would be picked up on Tuesday and the tire rims on Friday. One of your accurate detail workers recorded the promises so that they would appear in the follow-up. Your leaders must see to it that the wringer and the tire rims are brought in on schedule. In scrap collecting, as well as in business, good will and morale depend upon the keeping of promises.

If there is a community so small and so isolated—but we doubt this—that there is no Red Cross activity and no civilian defense work at all to be done, the students there should at least publish a duplicated news sheet for service men from that community. In this, too, both the leaders and the followers will have a part. The followers will get the news, address the envelopes, keep up the mailing list, and see that the service men's families get copies

of the news sheet. The leaders will see that they do it—and will do much of the work themselves.

## *Teachers Must Organize Activities*

It is not the students in small communities, however, who need to be pushed into activities of this kind. They need guidance, but many of them will find their own opportunities, and with a little urging will accept responsibility.

It is in large cities, where almost everyone is anonymous to almost everyone else, that students need to be urged to contribute their time and talents. Their sense of individual responsibility is underdeveloped because of the multiplicity of rules and regulations under which they live.

As an example, let us cite the experience of one sector of the Air Warden Service in New York City. At least twenty messengers, between the ages of sixteen and twenty, were needed to be trained for the important work of carrying messages from wardens to the report center during alerts and air raids. After a desperate recruiting effort, the project had to be abandoned.

The boys were not afraid of danger, but only a small percentage of those in the sector were willing to bother with the assignments involved, and even these few (in spite of their official armbands, which they were delighted to wear) were not dependable. The sector now has one lone messenger, eleven years old, who carries the stirrup pump when the sector commanders give demonstrations of the art of extinguishing incendiary bombs.

In this sector, containing ten thousand residents ranging from the underprivileged to the comparatively wealthy, only two high school girls do volunteer work for the Air Warden Service. The idea was their own, and they stick to it.

Fortunate is the community that is so closely knit that teachers, students, civilian-defense authorities, and local residents can work together!

THE RAILWAY has to haul one ton of freight one mile to buy a single lead pencil. That means nearly a million ton-miles of freight to furnish a year's supply of pencils! A typewriter ribbon costs twenty-six tons of freight carried one mile—another million and more ton-miles to keep the 5,000 or so typewriters in ribbons over a year.—From "Wartime Conservation in the Office," Metropolitan Life Insurance Co.



# The December Transcription Tests

Prepared by HELEN REYNOLDS, Ed.D., New York University, School of Education

## TRANSCRIPTION TEST FOR THE JUNIOR CERTIFICATE

(Dictate at 80 words a minute)

**Instruc-** Spell out unusual names in the addresses. Dictate the following addresses  
**tions** before starting to time the take. The letters are counted in 15-second dictation units of 20 words each.

*Letter No. 1.* Mr. James Martin, National Bank, Roseville, Illinois.

*Letter No. 2.* Miss Frances Harris, Roseville High School, Roseville, Illinois.

**Letter** My dear Mr. Martin: I am chairman of the program committee of the  
**No. 1** Secretarial Club of Roseville / High School. The committee has agreed that all the club work this year should help us to be efficient secretaries. / The committee believes that the best place to obtain the kind of information we need is from the employers / of successful secretaries and from the secretaries themselves.

Miss Rose Grant, our faculty adviser, told (1) us of a meeting at which you and several other businessmen spoke. She suggested that you might be willing to / give us information and might ask your secretary to send us suggestions.

I assure you we shall be very / grateful for your help. Sincerely yours,

**Letter** My dear Miss Harris: I judge from your letter that you and the members  
**No. 2** of / the Secretarial Club of Roseville High School are interested in finding out about methods of organizing (2) work so as to get a day's work done in a day. You might call these methods "tricks of the trade."

I am not really / competent to tell you how to do these things. I am following your suggestions, therefore, and I am referring / your letter to my very capable secretary, Miss Alice Walters, for answer. Cordially yours, / (240 standard words, including addresses)

### *Are You Using These Monthly Transcription Tests?*

If you teach in a college or in a high school, day or evening, public or private, your pupils are eligible to take these tests and participate in the B.E.W. Transcription Service.

This means that they may send their transcripts through you to us for transcription achievement certificates—Junior, Senior, and Superior. When one of your pupils has earned a Senior certificate, he may wear a sterling silver Order of Business Efficiency (OBE) pin.

For more information, send a postal card at once to the B.E.W. Awards Department, 270 Madison Avenue, New York, N. Y.

## TRANSCRIPTION TEST FOR THE SENIOR CERTIFICATE

*(Dictate at 100 words a minute)*

**Instruc-** Spell out unusual names in the addresses. Dictate the following addresses  
**tions** before starting to time the take. These letters are counted in 15-second dictation units of 25 words each.

*Letter No. 1. Miss Frances Harris, Roseville High School, Roseville, Illinois.*

*Letter No. 2. Miss Alice Walters, National Bank, Roseville, Illinois.*

**Letter** My dear Miss Harris: Mr. Martin has asked me to give you some sug-  
**No. 1** gestions.

I think all working secretaries can appreciate your feeling / that because you are inexperienced you may not be successful on your first job. There are many little things that can contribute to / your success. I am sure, however, that you are not losing sight of the fact that nothing takes the place of real skill in shorthand and typewriting. /

It is important, in my opinion, to develop orderly working habits. Plan the work you are to do each day and each week. Keep a (1) record of what you do, so that you will know what to expect the next time. Things will happen sometimes, of course, which will prevent your following your / plan exactly.

Work out a desk system for yourself. This means that tools and supplies, unfinished work, and personal belongings should always be / in the same place and in good order. It is particularly important that unfinished work should always be in the same place so that if / you should be absent, someone else can find and, if necessary, complete the work for you.

I am afraid this letter does not begin to give (2) you all the information you want, but I am sure you don't want me to write a book, either. Perhaps you will write me and tell me whether I / have been helpful and whether there is anything else I can do. Sincerely yours,

**Letter** Dear Miss Walters: We had several letters in response to / our request  
**No. 2** for information about how to become efficient secretaries, but yours was the most helpful to us. You are quite right in / thinking that we want to ask more questions. We wonder whether you could arrange to come to one of our meetings and talk with our whole group. Do you (3) think you could come to our January meeting?

We meet the first Wednesday of each month in Room 201 at four o'clock. We are sorry that / we are unable to pay you for this service, but we shall be very grateful if you can come. The group is small. We have only twenty members, / all girls, and all will graduate this year. You can see it is really important that we make good use of our time.

Will you let me know whether you / can come? Sincerely yours, *(400 standard words, including addresses)*

## TRANSCRIPTION TEST FOR THE SUPERIOR CERTIFICATE

*(Dictate at 120 words a minute)*

**Instruc-** Spell out unusual names in the addresses. Dictate the following addresses  
**tions** *before starting to time the take.* These letters are counted in 15-second dictation units of 30 words each.

*Letter No. 1.* Mr. Allen Hill, Bartlett Building, Detroit, Michigan.

*Letter No. 2.* Mr. John Fabor, Union Life Building, Dallas, Texas.

*Letter No. 3.* Mr. Albert Olson, 9 Fern Street, Reno, Nevada.

**Letter** Dear Mr. Hill: When you buy a new suit, you want both quality and fit.  
**No. 1** Quality has become more or less standard; but, in the average suit, you have to take your chances / on fit. Sometimes it fits; sometimes it does not.

When you order a Fox suit, you are not merely measured—you are checked twice to insure that you will have the finest suit / possible. Every operation is inspected. Sometimes as many as thirty separate inspections for accuracy of size are made.

Some time ago, we / sent you a credit card that would enable you to charge a suit of any price whenever you wished. That was some time ago, however; and we have heard nothing from you. (1) Our spring line of materials has arrived. Why not drop in at your convenience and see them? Very truly yours,

**Letter** My dear Mr. Fabor: It is our opinion that the / Government can force  
**No. 2** you to submit in court the records in question.

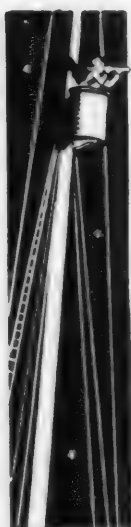
According to a Federal decision in New York this year, a businessman cannot resist / a Government request that he produce business records on the ground that he is not engaged in interstate commerce. The same decision held that a Government / official need not show that an employer is engaged in interstate commerce in order to examine such records.

This finding is especially important in your (2) case because of the type of work in which your company is engaged. Yours truly,

**Letter** Dear Mr. Olson: If you had looked in on a group of people one October  
**No. 3** day last / year, you might have been surprised. The views they were expressing went like this:

Our duty to the people of this city lies in giving them a newspaper that will print all the / news, show them how our country really lives, tell them what our people really think about. This news must be free from the personal opinions of any one man. Above all, / the public should know all sides of the news.

From that conversation grew *The Star*, the new morning newspaper that makes its appearance next week. Why not give the boy who will call (3) at your door next week a trial subscription? Yours truly, *(400 standard words, including addresses)*



# On the Lookout

ARCHIBALD  
ALAN  
BOWLE



This department brings you suggestions regarding equipment and supplies, club programs, and bulletin-board displays

**18** Cramer's Stenographic Posture Chair is now in full production in five models, and the Cramer Posture Chair Company line will soon include additional models for office use. An attractive folder, illustrating the new line in full colors and containing complete specifications, is available. The new chairs have the features of the metal chairs formerly made by this company, in addition to the handsome appearance of the finely finished woods and upholstery now used.

**19** Victor Adding Machine Company has published an interesting leaflet containing advice to users of adding machines. Illustrated with humorous sketches, the folder tells how to use and care for machines. It has been published especially for firms who cannot now replace their equipment with new machines. The leaflet also lists tips for operators.

**20** Now that steel files are hard or impossible to get, you will probably want to transfer more often. Liberty boxes will make

your irreplaceable current filing equipment last for the duration. By using them, you will maintain greater efficiency through frequent orderly transfers, and keep filing and record storage costs at a minimum.

These boxes are made of best corrugated fiberboard, strongly reinforced, dust proof, easy to open and close, in sizes for every need.

**21** A new rotary gelatin duplicator, Model R5, has been announced by Ditto, Inc. The machine delivers up to 150 copies from the original writing, typing, or drawing. The automatic model will produce 70 copies a minute; the hand-fed model, 40 copies. The R5 can reproduce eight colors simultaneously. Copies are deposited face up and flat in a receiving tray. The duplicator will accommodate sheets up to 9 by 14 inches in size. It is finished in black.

**22** The Sentinel, a swivel chair of wood, built by the Domore Chair Company, has correct posture features and the strength of steel construction. In the Sentinel chair, the manufacturer has eliminated the heavy metal parts formerly used. The base is of five-ply hardwood, engineered to provide rigid strength. Seven-ply members support the swivel back rest, which is easily adjusted and locked into position. Hairline adjustments can be made to fit the chair to the person who uses it.

**23** A stenographer's desk that can be used like a real flat-top desk when the typewriter is dropped down is made by the National Desk Company. The machine compartment is built well to the rear, to give leg room underneath. A stenographer does not have to bend over this desk in order to work on the top of it.

**24** Green fiberboard filing cases that look like steel have recently been developed by the Oxford Filing Supply Company. This war model, offered at a low price, is a purely functional file housing to handle the mass of records that businesses are now piling up. It comes in twelve sizes, all of which can be interlocked and stacked into solid banks. There are sizes for letters, legal documents, checks, vouchers, and other necessary forms.

A. A. Bowle

December, 1942

The Business Education World  
270 Madison Avenue, New York, N. Y.

Please send me, without obligation, further information about the products circled below:

18, 19, 20, 21, 22, 23, 24

Name .....

Address .....



# *Dilute Your Teaching of The Disjoined Prefixes and Suffixes*

CYLDE I. BLANCHARD

DON'T bank the speed fires with heaping shovelfuls of disjoined prefixes and suffixes when you reach those lessons in the shorthand Manual. Drop them on a few at a time as needed in your dictation. If you try to teach them all at once, the learning is so far away from the application that the student will forget most of the outlines when the time comes to use them.

I am reminded of the story of the two Irishmen who were out hunting wild pigeons and found themselves at lunch time with both empty bags and empty stomachs. Sitting down to eat some sandwiches, they placed their guns against a near-by tree. Suddenly, Mike jumped up and grabbed his gun.

"Look at that pigeon over there," he exclaimed to Pat as he brought his gun to his shoulder.

"Don't shoot, Mike," yelled Pat. "The gun ain't loaded."

"I gotta shoot," yelled back Mike. "The bird won't wait."

It would be beneficial to most of us teachers of shorthand at this stage of the course if our "passion for immediacy were immersed in a bath of reality."

I first thought of the aptness of the expression "banking the fire" late one night in the basement of my home. I had just returned from teaching a shorthand theory class at evening school and had gone downstairs to bank the furnace fire for the night. After I had covered the flames with several shovelfuls of coal and had turned off all the drafts, it suddenly occurred to me that that was what I had just done with my shorthand students. Most of them were tired, having worked hard all day, and I was sure that they were beginning to think that shorthand was getting more difficult all the time. I had banked their speed fire with several shovelfuls of new and difficult words and had gone home, hoping that

the fire would not be out when I returned the following Monday night to shake down the ashes and build it up again!

Standing by that banked fire I realized more clearly than ever before that I had not been teaching the latter part of the Manual in the right way. I was forgetting that shorthand, *when properly taught*, is easy to learn and that the student's interest and skill should flame higher and higher until the desired results are accomplished.

As the shorthand student's training advances, the daily lesson plan should require him to make an ever-widening practical application of his writing skill. What is the actual situation, however, in the shorthand theory classes of a large number of our schools?

It is this: Toward the end of the theory course, the daily lesson plan, instead of broadening out, narrows down like the neck of a bottle, and the theory class concentrates on mastering disjoined prefixes and suffixes. Here are the students, nearly at the end of the theory course, with considerable writing skill already developed, eager to be thrown into the fast-running stream of business dictation. Instead, they are forced slowly and painfully through these bottle-neck chapters on the disjoined prefixes and suffixes, with disastrous effect upon the growth of their writing speed.

The shorthand Manual must present all the theory principles necessary for the writing of all the words in the English language regardless of their immediate usefulness to a stenographer-in-training. Up to a certain point, it is possible for the logical presentation of theory principles to go hand in hand with the development of a useful stenographic skill. Concentration upon the one brings the desired results in the other. At a certain point, however, the very completeness of the Manual and its intensive treatment of large bodies of technical words in the later chapters make it imperative that the teacher dilute this part of the theory, spreading it out over a dictation area many times greater than that used

NOTE: This is Shortcut 10, taken from *Twenty Shortcuts to Shorthand Speed*, by Clyde Insley Blanchard, The Gregg Publishing Company, 1939.

for any of the other principles of the Manual.

The acquiring of shorthand skill would be materially speeded up if, before the completion of the Manual, teachers would start what is now commonly known as the advanced shorthand course. The student would then master the disjointed prefix and suffix forms as they occur in the daily dictation material. Because of the rather infrequent use of some of these forms, they would thus be learned and relearned a few at a time, and *as the student needs them.*

The motivation and the dilution accomplished by this plan would heighten the student's interest in the subject and would, we feel sure, raise the speed requirement for the beginning course to a minimum speed of 80 words a minute for 5 minutes on new matter. This standard is already being attained in many schools.

In addition to speeding up the student's ability to take dictation, the shoving ahead of the so-called advanced course so that it overlaps the last part of the theory course ac-

complishes another important result. *It merges these two courses into one fluid, homogeneous course.* The present pedagogic division of shorthand into two distinct courses, elementary and advanced, is an artificial division most unfortunate that this division is recognized in courses of study. The sooner it is done away with, the sooner many of the present shorthand speed-building problems will disappear.

A definite plan for merging the latter part of the theory course with the first part of the advanced course was presented by me in the which has no pedagogic reason for being and which retards the student's progress. It is April, 1933, issue of the *American Shorthand Teacher* under the title of "A New and Easy Method for Teaching the Prefixes and Suffixes of Chapters X and XI of the Gregg Shorthand Manual."<sup>1</sup>

<sup>1</sup>This plan has been reprinted in "A Course of Study for Teaching Gregg Shorthand by the Anniversary Manual Method," which may be obtained free of charge from The Gregg Publishing Company.



AT THE AUGUST MEETING of the Alpha Chapter of Delta Pi Epsilon at New York University, the following members were initiated:

Miss Virginia Adams, Oyster Bay (New York) High School; Frank H. Ash, University of Connecticut, Storrs; Miss Cynthia H. Brooks, Middletown (New York) High School; Miss Thelma A. Chambers, Roanoke (Virginia) High School; Miss Grace M. Greene, Copenhagen (New York) Central School; Miss Lucetta M. Knowlton, Irvington (New Jersey) High School; Miss Alventa Lecrone, North York High School, York, Pennsylvania; Miss Merle Madole, Berea (Kentucky) College; Miss Helen M. Pederzoli, Woodrow Wilson High School, Middletown, Connecticut; Gustave Schwamm, Greenwich (Connecticut) High School; Sister Mary Laurentia, Good Counsel College, White Plains, New York; Miss Rita J. Stewart, Bay Shore (New York) High School; Saul Wolpert, Seward Park High School, New York City. Dean John T. Madden, School of Commerce, Accounts, and Finance, New York University, was elected an honorary member.

The officers of Alpha Chapter are as follows:

*President:* Shepard Clark, South Side High School, Rockville Centre, New York.

*Vice-President:* Fred Archer, The Washington School for Secretaries, Newark, New Jersey.

*Corresponding Secretary:* Miss Mabel Ellis, The Packard School, New York City.

*Associate Corresponding Secretary:* Miss Anne L. Pupchyk, The Packard School, New York City.

*Treasurer:* Hugh Kilmartin, Bergenfield (New Jersey) High School.

*Recording Secretary:* Mrs. Helen I. Palmer, Katharine Gibbs School, New York City.

*Historian:* Frank Piazza, Central High Annex, Bridgeport, Connecticut.

*Members at Large:* Brother Denis, Manhattan College, Staten Island, New York; Martin J. Delman, New Utrecht High School, New York City.

THE BLANCHE M. WEAN SCHOOL OF BUSINESS opened on October 14 in Greencastle, Indiana. Mrs. Blanche M. Wean will continue to serve as head of the Commerce Department of Central Normal College, Danville, Indiana, and will teach afternoons at her own school. Mrs. Wean is chairman of the National Duplicated Paper Association. She has taught in high schools and colleges in Illinois and Indiana.

Assisting Mrs. Wean is Mrs. Edith H. Huggard, a member of the faculty of DePauw University, who has had both secretarial and educational experience. Frank Martin, commercial teacher of Fillmore, Indiana, is in charge of the promotional activities for the new school.

**Buy War Bonds and Stamps**

# Indiana Business Enrollments Studied

AN enlightening study of the curricular offerings in enrollments in business subjects in Indiana High Schools for the school year 1940-1941 was made by Miss Helen Wood and Miss Agnes Meehan. Miss Wood is the head of the Business Education Department of the State Teachers College, Terre Haute; and Miss Meehan is a commercial instructor in the George Washington High School of In-

dianapolis. Miss Meehan also offers methods courses in Butler University.

Their findings show that typing, shorthand, and bookkeeping, in the order given, led the list of business subjects in the total number of high school students enrolled in the school year 1940-1941.

In the 748 high schools surveyed, having a total enrollment of 177,101, 20 per cent of

## Grade Placement of Business Subjects in 748 High Schools

SUBJECT	NUMBER OF SCHOOLS OFFERING SUBJECT IN:				
	Ninth Year	Tenth Year	Eleventh Year	Twelfth Year	Total
Shorthand .....	.....	18	402	107	527
Typing .....	3	113	552	69	737
Bookkeeping .....	1	98	357	200	656
General Business .....	99	264	13	12	388
Commercial Geography .....	9	46	55	19	129
Commercial Law .....	6	15	42	56	119
Retail Selling and Salesmanship ..	1	5	42	19	67
Clerical Practice .....	.....	.....	3	12	15
Business Organization .....	.....	.....	1	9	10
Office Practice .....	.....	.....	9	52	61
Secretarial Training .....	.....	.....	2	24	26
Filing .....	.....	.....	2	5	7
Machine Calculation .....	.....	1	2	3	6
Penmanship and Spelling .....	3	2	3	5	11
Consumer Education .....	.....	.....	.....	1	1
Commercial Arithmetic .....	40	152	101	46	339
Business English .....	3	5	33	32	73
Transcription .....	.....	.....	.....	8	8
Business I, II .....	.....	.....	7	8	15

## Comparison of Enrollment Percentages by Subjects

SUBJECT	NUMBER OF PUPILS IN SCHOOL				
	Under 100	101 to 200	201 to 500	Over 500	All Schools
Typing .....	29.50	23.01	20.68	16.75	20.29
Shorthand .....	6.48	7.98	10.04	9.86	9.10
Bookkeeping .....	11.63	12.22	8.65	7.41	9.07
General Business .....	9.71	7.45	7.52	4.85	6.45
Commercial Arithmetic .....	6.37	5.92	6.70	2.68	4.50
Commercial Law .....	.73	.73	.96	1.10	1.00
Commercial Geography .....	.87	.52	1.01	.92	.86
Business English .....	.41	1.03	.30	.99	.80
Office Practice .....	.12	.40	1.09	.77	.68
Clerical Practice .....	.03	.02	.04	.39	.21
Secretarial Training .....	.06	.31	.08	.21	.18
Filing .....	.03	.....	.20	.24	.20
Transcription .....	.....	.....	.15	.40	.23
Salesmanship and Retail Selling ..	.....	.69	.98	1.53	1.07
Business Organization .....	.....	.08	.....	.57	.30
Machine Operation .....	.....	.....	.....	.75	.37
Business .....	.....	.....	.09	.44	.24
Penmanship and Spelling .....	.....	.....	.11	.15	.09
Consumer Education .....	.....	.....	.....	.17	.08

the students (or 35,937) studied typing; 9 per cent (or 16,130) studied shorthand; and nearly the same number studied bookkeeping, the study showing only 60 fewer students studying bookkeeping than shorthand. Pen-

manship and spelling as separate subjects were listed by very few schools.

A comparison of enrollments in schools of various sizes and of grade placement of the business subjects is shown on page 225.

## This Office Practice Isn't Play!

**M**AYBE it's superfluous to suggest more ways in which business teachers can help win the war, but if your office-practice students haven't enough actual practice to keep them busy and learning, I wish you were a neighbor of mine.

Perhaps your own civilian-defense groups need help as desperately as Sector 2, Precinct 6, of the Air Warden Service in New York City. High school students can help do the clerical work, which has a grim reason behind it. For example, we keep a record of every person who lives in the sector, not from any personal interest, but because we may have to tell the rescue squads how many people to dig for if an apartment house is demolished. We have detailed information about every building.

Our sector office has to be kept open twenty-four hours a day. Wardens who have daytime jobs man it from six to midnight; housewives, during the day. Men wardens take turns sleeping there nights.

Of course, a lot of people refuse to let the war swerve them from their placid personal concerns. A surprising number of adults are "too busy" to do volunteer work. That's how it happened that Marcia Segal spent two hours on duty at sector headquarters yesterday morning. Marcia is a high school girl in her early teens.

The telephone at headquarters must never be left unattended. It must be answered immediately and intelligently, because it may announce the signal that calls out all wardens. The message must be taken accurately and relayed at once to three sector commanders. (Exception: Sometimes the call is only an inquiry as to whether there is enough canned salmon left for Dimout, the official sector cat.)

While Marcia was guarding the telephone, she typed envelopes to soldiers and sailors from our neighborhood—the mailing list for the bulletin the wardens publish, *The Neighborhood News*. (By unanimous consent, they let

me be editor. It occurred to me too late that nobody else wanted the job.)

You know how tricky this kind of address typing is—military addresses often run to six lines, and they are full of abbreviations and even serial numbers. After Marcia typed the envelopes, she checked off the names on alphabetically filed cards.

All this time, wardens were dropping in to read the bulletin board. Marcia was receptionist as well as typist.

She wasn't playing office; she was doing office work. Her responsibility as the official answerer of incoming telephone calls was probably heavier than most people will ever have as long as they live. On that telephone, and on the three calls that must immediately be made from it in case of an air-raid alarm, depends the welfare of approximately ten thousand people.

Our sector has lately been reorganized twice. The detail work has been tremendous, with countless lists of wardens' names, addresses, and telephone numbers to be typed. There is much more to come, because every tenant in every building has to be checked. We have to have fifteen copies of each house sheet.

We have a hard time getting duplicating done. Almost all our wardens can type, and many have portables, but you don't just happen to run across a duplicating machine in your attic—not in New York, anyway. We can't buy one, either, because we pay every cent of our running expenses ourselves. If money has ever been appropriated from public funds for the Air Warden Service's expenses, we've never seen any of it.

This isn't a plea for help for Sector 2. It's a true description of the actual office practice that your students could be getting if they lived in Sector 2, and the kind they can probably get right in your own community by volunteering to help with civilian-defense activities.

—Dorothy M. Johnson.



# School News and Personal Items

WILBUR S. BARNHART, of the Manual Training High School, Indianapolis, has been appointed Chairman of Local Arrangements for the N.E.A. Department of Business Education convention to be held in Indianapolis next summer.

Mr. Barnhart served in the same capacity when the Department held its meeting in Indianapolis in 1925.

President Cecil Puckett has also announced the reappointment of Vice-President Erwin M.



Keithley, of Milwaukee, as national director of membership. The names of the state directors of membership appointed by Mr. Keithley will be published in the BUSINESS EDUCATION WORLD for January.

President Puckett states that plans for the 1943 convention are going ahead as usual.

LT. IKE H. HARRISON has completed the requirements for the degree of Doctor of Education at New York University. He was able to fly to New York from San Angelo, Texas, for his final examination.

Lt. Harrison was formerly on the faculty of Sam Houston State Teachers College, Huntsville, Texas. He is now supply officer for the Department of Training in the College for Bombardiers at San Angelo, Texas. He writes:

We have recently equipped several buildings in the Department of Training with office furniture and supplies. In addition to being office manager, I am head janitor and engineer of these buildings, supervise the duplicating work, and handle all confidential films and documents. It is fun and I keep busy.

MISS ELLEN S. PATTEN has resigned as head of the Office Machines Department at Rider College, Trenton, New Jersey, and is now counselor in the William Penn Girls' Senior High School, Philadelphia. Because of the teacher shortage, she is also conducting an evening class for calculating-machine operators at the Mastbaum Vocational School.

Miss Patten was on the faculty of Burdett College, Boston, for seven years and has a rich background of industrial and commercial experience. She is studying for her Ph.D. degree at the University of Pennsylvania.

HERBERT F. CHURCH, since 1936 evening school principal at Hadley Technical High School, St. Louis, has been appointed assistant principal of the school in charge of adult education. He will continue to serve in the evening school, which has a weekly attendance of more than 2,000 students.

Mr. Church has had many years of teaching experience, beginning in the Ninth Corps School of the A.E.F. in France in 1919. He gained experience for his vocational work in railroad machine shops and the manufacture of heavy farm machinery. He taught for several years in continuation schools in Peoria, Illinois, and in St. Louis.

MISS MARION M. LAMB received the degree of Doctor of Education from New York University in October and has accepted an appointment as associate Federal training specialist,

Division of In-Service Training for the Services of Supply, War Department. L. W. Conant is director of the in-service training program. Offices are in the Munitions Building, Washington, D. C.



Dr. Lamb was, until becoming associated with the training program, professor and head of the Commercial Department at West Liberty (West Virginia) State Teachers College. She is well known to B.E.W. readers for her many contributions on student teachers' problems, and her book reviews.

MISS LOUISE GREEN, of Bucknell Junior College, Wilkes-Barre, Pennsylvania, has been appointed to head the Commercial Department at West Liberty (West Virginia) State Teachers College, succeeding Miss Marion Lamb.

Miss Green is a member of Delta Pi Epsilon. She has two degrees from the University of Texas and has almost completed her studies for the doctorate at New York University.

MISS EDNA EDDINS, who recently resigned from a responsible position with Lockheed, and Lt. John N. Given, U.S.N., were married on September 16 in Oklahoma City.

Lt. Given was supervisor of commercial education for the Los Angeles city schools before

he entered the Navy. At present he is public relations officer for the Naval Training School at Norman, Oklahoma. His duties are to interpret Navy regulations, principles, policies, and practices to the public; to maintain and improve the relationships between the Navy and the community; and to represent the commanding officer when assigned to do so. Lt. Given writes as follows about his new assignment:

Now, instead of being concerned with such things as teacher placement, course of study materials, and trouble shooting, I am juggling such terms as hydraulics, structures, engine overhauling, BuPers, AllNav, 30 caliber and 50 caliber machine guns, and a few 37mm. instruments of death thrown in for good measure.

FRANK ONSTOTT, for many years financial secretary of the School of Commerce of the University of Denver, has been promoted to the position of associate dean of the School. Cecil Puckett held this appointment until he became associate professor of business education at Indiana University.

Chancellor Caleb F. Gates, of the University of Denver, has announced that with the beginning of the winter quarter HAROLD D. FASNACHT, head of the Business Department at Colorado Women's College, Denver, will take over some of Mr. Puckett's former duties in the School of Commerce on a part-time basis. Mr. Fasnacht will direct business teacher training and will be assistant director of the Summer Session.

Under an agreement between President J. E. Huchingson, of Colorado Woman's College, and Chancellor Gates, arrangements have been made for Mr. Fasnacht to carry on the work at both institutions during the present emergency because of the consequent faculty shrinkage.

CHARLES B. HICKS has been appointed director of the secretarial training program at Western Michigan College, Kalamazoo. He taught for three years at North Muskegon High School and during the past summer was assistant in the Department of Business Education, Columbia University. He is also counselor of men at Vandercook Hall. He expects to be called into the Army soon.



Dr. J. Marshall Hanna is in charge of the business teacher training program at Western Michigan College.

DR. JAMES M. THOMPSON, formerly associate professor and head of the Department of Commerce, Eastern Illinois State Teachers College, Charleston, is now a Lieutenant (j.g.) in the U. S. Naval Reserve. He reported to a communications school in November.

DR. EARL S. DICKERSON, assistant professor of commerce at Charleston, succeeds Lt. Thompson both as head of the department and as national secretary of Delta Pi Epsilon.

CLYDE HUMPHREY is dividing his time between Meredith College and the State Department of Education in Raleigh, North Carolina.



He is participating in the rewriting of the commercial course of study for the high schools of North Carolina and has been authorized by the State Department of Education to specify in the course of study that pupils who major in business should take half (eight units) of their work in business subjects. The committee is stressing the advisability of offering a complete two-year program in shorthand and transcription.

Mr. Humphrey has also been placed in charge of the drafting of specific standards of practice for the licensing of private business schools in North Carolina.

MISS MAUDE BURRIS has been appointed associate professor of business education at Northeastern State College, Tahlequah, Oklahoma. She succeeds Miss Faye Kenney, who resigned to accept a position at Oklahoma A. & M. College in connection with the Naval Reserve Training Program there.

Miss Burris, who received the M.S. degree from Oklahoma A. & M. College, has taught in Oklahoma schools in Heaton, Edmond, and Drumright. She is a member of Beta Chapter of Delta Pi Epsilon.

Miss Burris, who received the M.S. degree from Oklahoma A. & M. College, has taught in Oklahoma schools in Heaton, Edmond, and Drumright. She is a member of Beta Chapter of Delta Pi Epsilon.

MISS EDITH VEITCH, of Grand Forks, North Dakota, and Major Alex Steinbach were married recently in Great Falls, Montana. Mrs. Steinbach has resigned her positions as assistant professor of distributive education at the University of North Dakota and state supervisor of the Department of Vocational Education. Major Steinbach will be stationed on the West Coast.

ROLAND C. WATERMAN and MISS MARY T. NELSON, both former teachers in the Adams Center (New York) High School, and both now in the Army, were married in October. Pvt. Waterman is studying aerial photography at Lowry Field, Colorado, and Mrs. Waterman plays in the WAAC band at Fort Des Moines, where she is also company clerk.

MISS RUTH MUELLER, formerly an instructor in shorthand at the Township High School, Belleville, Illinois, was a member of the first graduating class of the WAAC at Fort Des Moines, Iowa. Since receiving her commission, Miss Mueller has been assigned to the position of Staff Instructor at Fort Des Moines.

MISS ELSIE LUCILLE LEFFINGWELL, for several years an instructor in the Beaver Falls (Pennsylvania) Senior High School, has been appointed to the faculty of the Department of Business Education at Woman's College, University of North Carolina, Greensboro.

MARSDON A. SHERMAN, formerly instructor in charge of secretarial training at Salinas (California) Junior College, now teaches accounting in Staples Senior High School, Westport, Connecticut. He is also working toward the Ph. D. degree at Columbia. Mr. Sherman is president of the Society for the Advancement of Research in Business Education.



Last year he had charge of the National Education Association membership campaign

for the Department of Business Education in California.

JAMES FRANCIS BYRNES, who was appointed a Justice of the Supreme Court last year but resigned that lifetime \$20,000-a-year job to become Director of Economic Stabilization, began his career at 14 as office boy in a law firm and later became a court reporter and studied law. Former Justice Byrnes, according to *Time*, still takes his own shorthand notes at 150 words a minute.

In accepting the appointment to administer the anti-inflation program, "Jimmy" Byrnes said, "Certainly a country that has given a man these opportunities has a right to ask any sacrifice of him. I don't care how much it costs me."

DR. FRANKLIN B. MOORE, president of Rider College, Trenton, New Jersey, has been commissioned a lieutenant (j.g.) in the Navy and is stationed in the Procurement Department in New York City.

ERNEST B. GOULD, formerly head of the Commercial Department of Meade (Kansas) High School, now heads the department at Worthington (Minnesota) Junior College.

F. M. SANDY has accepted the directorship of the newly organized Pioneer College of Business at Iowa Wesleyan College, Mt. Pleasant, Iowa.



The new school opened in September, on the 100th birthday of Iowa Wesleyan. It will train needed office workers for the defense plants in the Burlington area.

Mr. Sandy was formerly head of the Department of Commerce of Estherville (Iowa) Junior College. He held a like position at Dowling College, Des Moines, Iowa. He has two degrees from the State University of Iowa.

JOHN LANG, supervisor of the distributive education program in the Rapid City (South Dakota) public schools, has enlisted in the Navy.

JOHN W. UTZ is the new head of the commercial department in the Cape May (New Jersey) High School. He formerly taught in the Junior-Senior High School, West Conshohocken, Pennsylvania.

DONALD K. BECKLEY, a member of the faculty of the Department of Retailing, Rochester (New York) Athenaeum and Mechanics Institute, has been granted a leave of absence in order to permit him to develop examination materials in business subjects for the Army Institute at the University of Chicago.

FREEMAN P. SNYDER, for twenty-one years a commercial teacher in the Pontiac (Michigan) High School, died early last summer.

Mr. Snyder was born in Memphis, Tennessee. At one time he served as chairman of the Commercial Department of Pontiac High School. During the past ten years he had charge of the

High School book store. He also taught in other Michigan schools for a number of years.

Mr. Snyder was one of the organizers of the Pontiac Kiwanis Club.

He is survived by his wife, Mrs. Mabel Bedford Snyder, two sons, and a daughter.

THE following officers in the WAVES, who were graduated on September 30 from the Naval Reserve Midshipmen's School (WR), at Northampton, Massachusetts, are to teach typing at that school. The most recent teaching connection of each officer is listed after her name.

- Lt. (j.g.) Margaret Helen Dobbie, USNR, Oakland (California) Public Schools.
- Ensign Ruth F. Kennedy, USNR, Girls' High School, Boston, Massachusetts.
- Ensign Catherine Stevens, USNR, Bryant & Strat-

- ton Commercial College, Boston, Massachusetts.
- Ensign Sara E. Hill, USNR, University of Florida and Necoberry, Florida.
- Ensign Rosalind M. Jones, USNR, Northeastern Oklahoma Junior College.
- Ensign Mary E. Meiring, USNR, George Washington University, Washington, D. C.
- Ensign Caro I. Reese, USNR, Kinman Business University, Spokane, Washington.
- Ensign June B. Roberts, USNR, State Teachers College, Shippensburg, Pennsylvania.

Lt. (j.g.) Dobbie, chairman of the typing course at Northampton, was dean of women at the Teachers College of Connecticut before going to Oakland, where she taught typing in the Merritt School. She also taught typing in the Summer Session Demonstration School, University of California, Berkeley. At Northampton, she is organizing the courses in typing for the Communications Division.

# Your Duplicating Equipment

ON THIS PAGE is a handy table that you will probably wish to post in your office-practice laboratory or wherever the school duplicating machines are kept. A glance at this table will help you to decide what duplicating process is most advantageous for a particular job. Furthermore, students should become fa-

miliar with the limitations of all these machines, even though all the machines may not be available in the school laboratory.

Probably few schools have the Multilith, but in many offices the new, small model of this machine is replacing the stencil duplicator. Multilith uses the offset process of printing.

WHICH DUPLICATOR SHALL WE USE?  
*Adapted from a chart prepared by the Tennessee Valley Authority*

CHARACTERISTIC	DUPLICATING MACHINE				
	Gelatin Hectograph	Fluid Hectograph	Stencil Duplicator	Multigraph	Multilith
Maximum number of copies (approx.) .....	60	200 plus	4,000	No limit	No limit
Can we print on ordinary bond paper? .....	Yes	No	Yes	Yes	Yes
Can line drawings be used? ..	Yes	Yes	Yes	No	Yes
Can photographs be used? ..	No	No	No	No	Yes
Can two or more colors be used? .....	Yes	Red only	Yes	Yes	Yes
Can hand lettering be reproduced? .....	Yes	Yes	Yes	No	Yes
Can type be reproduced? ..	No	No	No	Yes	Yes
Can reprints be obtained? ..	No	Yes	Yes	No	Yes
Description of results .....	Purple print	Purple print	Black print	Clear black print	Clear black print



## The Four Freedoms

**Freedom of Speech.** "Free government is the most realistic kind of government, for it not only assumes that a man has something on his mind but concedes his right to say it. It permits him to talk—not without fear of contradiction, but without fear of punishment.

"The first condition (of free speech) is that the individual have something to say. Literacy is a prerequisite of free speech, and gives it point. Denied education, denied information, suppressed or enslaved, people grow sluggish; their opinions are hardly worth the high privilege of release. Similarly, those who live in terror or in destitution, even though no specific control is placed upon their speech, are as good as gagged. There can be no people's rule unless there is talk . . . words, ideas, in a never-ending stream, from the enduring wisdom of the great and good to the puniest thought troubling the feeblest brain. All are listened to, all add up to something, and we call it the rule of the people."

**Freedom of Religion.** "It was not their stomachs but their immortal souls which brought the first settlers to America's shores, and they prayed before they ate. . . . The democratic guarantee of freedom of worship is not in the nature of a grant—it is in the nature of an admission. It is the state admitting that the spirit soars in illimitable regions beyond the collectors of customs.

"Today the struggle of man's spirit is against new and curious shackles . . . a seven days' wonder, a new child of tyranny—a political religion in which the leader of the state becomes, himself, an object of worship and reverence. This Nazi freak must fail, if only because men are not clods, because the spirit does live."

**Freedom from Want.** "The proposal that want be abolished from this world would be pretentious, or even ridiculous, were it not for two important recent discoveries: that men now possess the technical ability to produce in great abundance the necessities of daily life, a revolutionary and quite unprecedented condition on earth; and that the earth is one planet indivisible, that one man's hunger is every man's hunger . . . A hungry man in Cambodia is a threat to the well-fed of Duluth.

"Freedom from want is freedom from mass

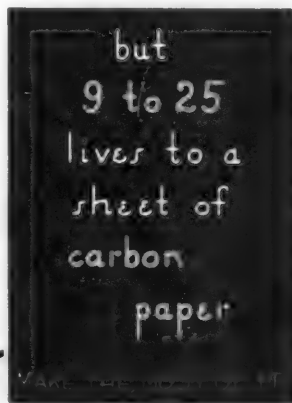
unemployment, plus freedom from penury for those unable to work. We state these things as 'rights'—not because the world owes any man a living, but because unless man succeeds in filling these primary needs, his only development is backward and downward, his only growth malignant, and his last resource war.

"Freedom from want is neither a conjurer's trick nor a madman's dream. The earth has never known it, nor anything approaching it. But free men do not accept the defeatist notion that it never will."

**Freedom from Fear.** "Aggressive war, sudden armed attack, secret police, these must be forever circumvented. . . . Force can be eliminated as a means of political action only if it be opposed with an equal or greater force—which is economic and moral and is backed by police power.

"The first move to free people from fear is to achieve a peaceable world which has been deprived of its power to destroy itself. This can only be accomplished by disarming the aggressors and keeping them disarmed. Last time they were disarmed, but they were not prevented from rearming. This time they will be disarmed in truth."—*U. S. Office of War Information.*

NINE LIVES  
TO A  
CAT



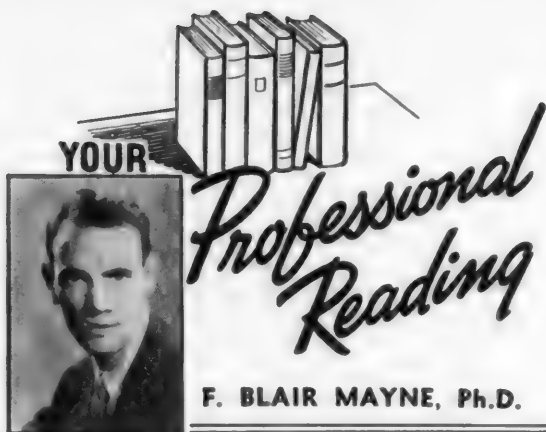
A LITTLE WASTE GOES A LONG WAY

TENNESSEE VALLEY AUTHORITY  
OFFICE SERVICE DEPARTMENT

OFF 150 DEPT

1001 10

This illustration, reproduced from a poster in the offices of TVA, is suitable for use on school bulletin boards



### Teacher Education in a Democracy at War

BY Edward S. Evenden, prepared for the Commission on Teacher Education, Washington, D. C., American Council on Education, 1942. 118 pages, 75 cents.

*Teacher Education in a Democracy at War* is one of the most thorough and penetrating treatises on this topic. It might better have been called *Education*, rather than *Teacher Education, in a Democracy at War*, since it is not limited to the problem of teacher education. Mr. Evenden, a member of the Commission on Teacher Education, points out, in this report, the pitfalls that education should avoid.

Even more important, however, are the principles that he emphasizes and the suggestions that he makes regarding adjustments that must be made if education is to fulfill its function in the war effort. Teachers and administrators, whether in business education or in any other field, will gain a well-rounded view of the entire educational problem from this report.

In the first chapter, Mr. Evenden points out some of the implications of war for teacher education. He points out the need to examine carefully changes made during the war with respect to their long-term educational values. Above all, he stresses the importance for teachers not only of preparing "defenders of democracy" but also of being skilled defenders themselves. The recent criticism that the schools have been lax in the development of adequate democratic attitudes among students should give added interest to this thought.

The interesting and enlightening story of educational experiences during the first World War, reported in the second section of the study, could well be used as a guide to what to expect in education during this war. It could also be used as a guide to what *not* to do in solving some of the present problems. This is particularly applicable to the problems of curriculum changes and teacher shortages.

After giving a brief review of the postwar trend in education, the author lists some of the problems that already are facing educators during this war and reveals their similarity to those of the last war. The

title of the section, "History Repeating Itself," is very suitable. The author shows that England is not allowing history to repeat itself educationally and suggests that we take some lessons from recent English experiences.

In the final section are listed recommendations directed to the authorities responsible for the operation of school systems, to college and university administrators and teachers, and to the public. Although these recommendations are stated in general terms, they are good principles to follow in directing education during and after the present conflict.

### Business Education in Wartime

Harold D. Fasnacht, issue editor, *The National Business Education Quarterly*, Fall, 1942, 55 pages, free to members of the N.E.A. Department of Business Education. Address all correspondence to the editor-in-chief, Anson B. Barber, Madison College, Harrisonburg, Virginia.

The fall issue of the *Quarterly* was devoted to "representative and outstanding thought from the 1942 Denver convention." The theme of the convention, as you no doubt can guess, was "Business Education in Wartime."

There must have been some interesting and lively discussions at the convention, if one can judge by some of the divergent points of view expressed in the *Quarterly*. The articles in the *Quarterly* range from discussions of some of the general problems in business education to representative thought concerning wartime adjustments desirable in various subject-matter fields.

In an article entitled "What Does Business Demand of Business Education in Wartime?" Miss Lola Maclean quotes statements made by various industrialists and heads of business organizations whose general ideas are that demands on business education are essentially the same during wartime as during peacetime.

Many business educators—high school, private school, and college men, alike—faced with the problems of decreased enrollments and wholesale withdrawal of students before they complete their courses, because they have been offered and have accepted positions in business, may feel that the comments made by these businessmen are more the result of wishful thinking than truly applicable to the actual situation.

E. R. Browning, in discussing the general problem of curricular adjustments, points out some of the curricular changes that should have been made long ago. His specific illustrations are illuminating. He also makes some clear-cut, practical suggestions for revitalizing the curriculum.

Ernest A. Zelliott presents a point of view that should not be overlooked in any type of wartime curricular adjustment. He reveals that there is a tendency to concentrate on the skill subjects, particularly with the fourteen- to seventeen-year-olds. Despite this concentration on the skills, many of these young people are leaving school poorly prepared and, obviously, with almost a void as far as the background subjects are concerned.

Mr. Zelliott warns that as a result of this condi-

tion "many of our young people will find themselves seriously handicapped even now, and much more so in the post-war period, when competition will be far more severe."

Unfortunately, an adequate review of each article is impossible within the limits of this column. There are many other stimulating articles written by specialists. They cover such topics as co-operative training, office-machine instruction in accounting, social-business education, bookkeeping training adjusted to the war emergency, a challenge to distributive education teachers, consumer teaching, stenographic prognosis, and a discussion entitled "Looking Ahead in Business Education." The emphasis in each article is upon wartime adjustment in the specific areas discussed.

### ***Business Education for National Offense: Tried and Tested Projects***

Sponsored by Alpha Tau Chapter of Pi Omega Pi, University of Southern California, Monograph 56, South-Western Publishing Company, Cincinnati, Ohio, April, 1942, 13 pages, 25 cents.

This monograph contains a report of the various projects for "offense" purposes that have been used by members of Alpha Tau chapter of Pi Omega Pi. Many of the projects mentioned could be carried on by departments other than business education.

Some general suggestions are made, but the major portion of the report consists of brief descriptions of actual projects that are being carried on in at least one school. The sixty-seven projects are classified under the main headings of community aids, War Stamps and Bonds, duplicating projects, curriculum adjustments, shorthand classes, typewriting classes, and conservation. Here is a good list to refer to if you are looking for school program ideas.

### ***Vocational Guidance for Victory***

National Vocational Guidance Association, New York, N. Y., 80 pages, 50 cents.

This manual, issued by the War Service Committee of the Association, brings together for the first time information on all aspects of the American wartime labor market. Special attention is given to opportunities in the armed forces and in war industries.

There are sections on new jobs open to women and on the problems of rural youth, the physically handicapped, and minority groups. Of special value to counselors are articles on getting ready for war service, long-term planning for the individual, and assisting youth with his wartime psychological problems.

### ***Federal Aid for Education: A Review of Pertinent Facts***

Research Bulletin, National Education Association, 1201 Sixteenth Street, N. W., Washington, D. C., September, 1942, 28 pages, 25 cents.

This bulletin brings our thinking up to date on a rather old but important problem. It traces the history of the problem of Federal aid for education from its early beginnings to the present time.

The need of Federal aid is emphasized by showing in various graphs the mobility of the population, the inequalities of educational opportunity in the various states in the country, the relative educational responsibilities of the states, the extreme differences in the financial ability of the states to support education, a discussion of the pending bill, and the next steps that should be taken toward enactment of the bill.

The report gives the reader a concise and clear understanding of the whole question of Federal aid and the implications of such aid to the educational program.

### ***A Study of the Social Security Program***

Fred C. Archer, Service Bulletin No. 3, Alpha Chapter, Delta Pi Epsilon, New York University, Washington Square, New York City, 14 pages, 20 cents.

This bulletin is devoted to a review of the essential subject matter included in the Social Security program, followed by a presentation of some of the factors to consider in teaching the material.

Since most pupils are going to be affected in the future by the Social Security program, they should be given an understanding of it. Mr. Archer says, however, that "in our efforts to simplify the topic and eliminate the unnecessary, we must be on guard against going to the extreme."

Many valuable suggestions are made concerning the material to be presented and the methods of presenting it, in order to teach the students the parts of the program with which they should be familiar without hindering them with unimportant details.

A **SHORTHAND** achievement test that is receiving a good deal of attention is the "Turse-Durost Shorthand Achievement Test," published by the World Book Company, Yonkers, New York. In describing this test, one of the co-authors, Paul L. Turse, chairman of the Commercial Department of the Peekskill, New York, High School, writes:

Within the limits of experiments performed, the test does seem to measure (aside from typing, placement, etc.) fundamental transcribing skills as well as they can be measured by the usual verbatim transcription form.

Obviously, the test is not recommended purely as an employment test, but it should serve as a rough screen to eliminate those probably unfit. Its chief value should lie in its use as a diagnostic device as well as a terminal test for first-year students.

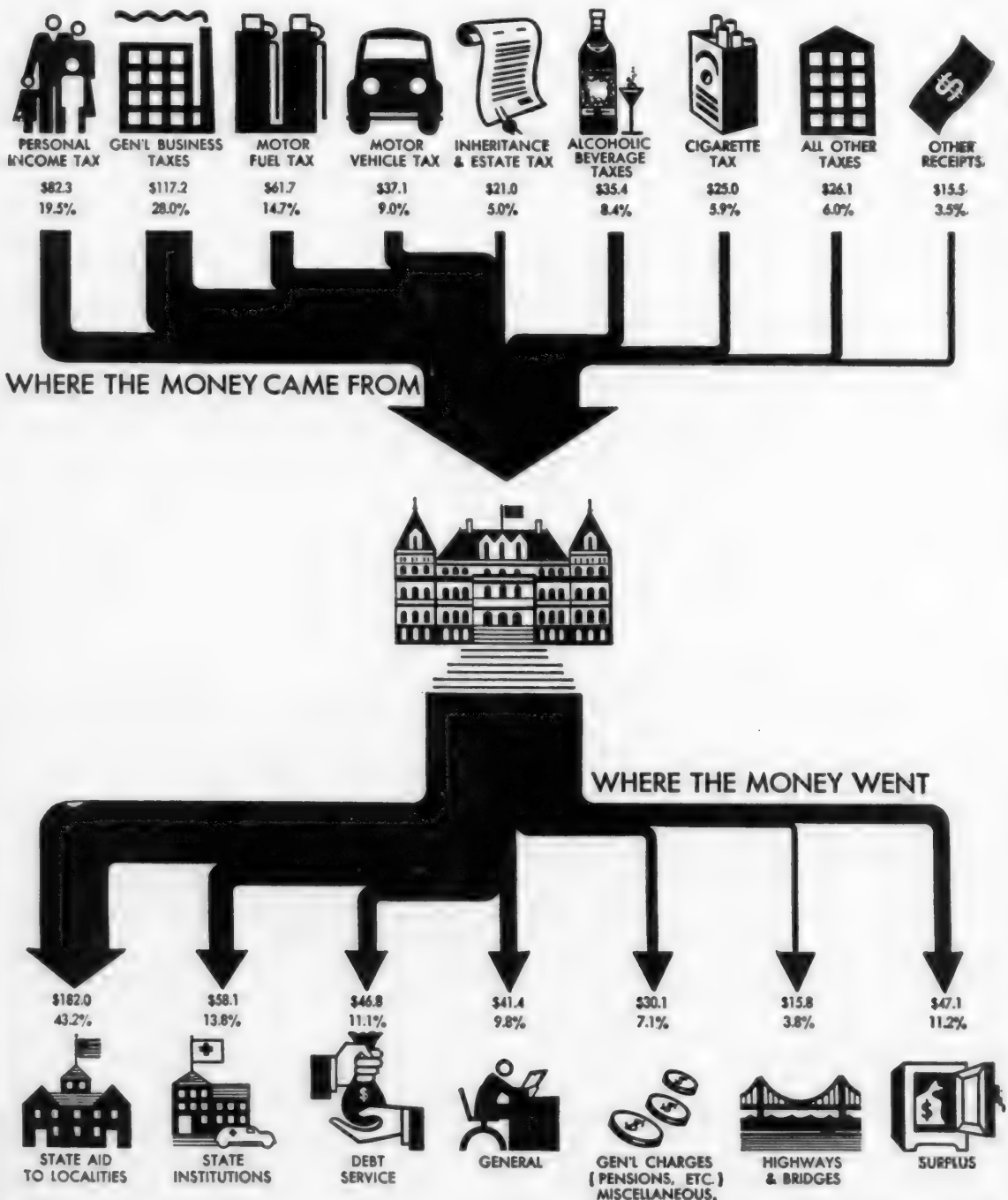
# Visualizing Statistics

THE chart shown on this page is typical of the manner in which intricate details are made clear to laymen. Since the use of pictorial presentation of statistics is increasing, business

students should become familiar with this and other types of charts and recognize their effectiveness. This chart represents a summary of New York state finances for 1942.

## REVENUES AND EXPENDITURES, 1942

(WITH AMOUNTS IN MILLIONS OF DOLLARS AND PERCENTAGE OF TOTAL REVENUES AND EXPENDITURES)



# Shorthand Practice Material

THE GREGG WRITER

Each month the B. E. W. gives in this department some 5,000 words of selected material counted in units of 20 standard words for dictation. This material will be found in shorthand in the same issue of THE GREGG WRITER.

## Always the Fraziers

By LIEUTENANT-COLONEL KARL DETZER  
Reprinted from the American Magazine, October, 1933

A DOZEN FAMILIES of aristocrats rule the Upper Lakes. From the yawning mouth of Saginaw Bay to the cleft chin of Milwaukee Breakwater, they maintain an arrogant dictatorship. Captains and mates, they sit majestically on high stools in the pilot houses of ore carriers, passenger ships, and carboats. They wear wrinkled oilskins with the dignity of ermine, yellow sou'westers like golden crowns.

Ask any Lakesman. He'll count them off for you on his blunt fingers . . . the Hansens, Johnsons, Gallaghers, Stufflebeams . . . and the Fraziers. Always the Fraziers. And usually the two Dominicks in particular.

Three generations of Fraziers have earned the cold, fresh water in their boots, and a fourth is learning the bite, now, of raw winter wind on raw faces. But it is chiefly with the third generation that we are concerned, with Joe and Peter and Charley and Dominick. With Big Dominick and his son, Little Dominick, and somewhat with his daughter, Martha, too.

The first Fraziers came to the Lakes on pot-bellied wooden schooners. Neither ivory nor peacocks lured them here, nor tea, nor amethysts nor blubber, nor any of those preposterous excuses that beguiled men to salt seas.

But there was pine lumber, yellower than gold and sweeter than myrrh. The Fraziers piled high deckloads of it, set their raffles to snare every following breeze, and made easy, boisterous fortunes, which they spent just as boisterously on any waterfront.

The second generation took to steam. And the third, elbowing mere aristocracy aside, became the royalty of the Lakes. They are carboat men.

Now, don't confuse a Lake Michigan carboat with any other craft afloat. It isn't a ferry, in the sheltered sense. It's a ship. Five hundred feet over all, square-jowled, broad-shouldered, it gulps a train of twenty-four heavily laden freight cars, hoots derisively at the broad lake, and, come any weather, spits out its cars seven hours later on the distant opposite shore. It never quits for hurricane or cold, and its steelshod forefoot slices pack ice as a silver knife cuts frosting on a cake.

The four Frazier brothers commanded carboats on the Cadillac Western Railway Line. Joe was

skipper of the Number 9, Peter ruled the Central States. Charley took over Cadillac Number 4, and, for a little while, Dominick ran the Five.

Then he quit the fleet. Just said he was tired of making money for fat owners. Wanted to put on a little fat himself. Besides, he had his two children to think of. Didn't make any difference what anybody said. He was through.

The other brothers argued fruitlessly, for Dominick was obstinate as winter weather, and always had been. He did as he pleased.

To begin with, whenever a Frazier married, he chose some mariner's blue-eyed daughter who would bear him sailing men. All except Dominick. He had married a brown-eyed singer in a music hall and brought her home to Mackinport.

Their children were Dominick, who looked like his father, and Martha, who sang.

When Big Dominick deserted the fleet, Joe mentioned his desertion, guardedly, to the other brothers. His foghorn voice was subdued to an unaccustomed, husky whisper. Anger made his broad, hard face harder and broader still.

The brothers stood on the apron of Joe's ship, and heard the gossipy water chuckle at their discomfiture, as it sucked in and out under the fantail stern.

"It sort of chokes me up, the shame of it," Joe confessed.

And Charley added, "Did you hear what? He's went and bought the Lizzie B."

"The Lizzie B?" Joe repeated bitterly. "That dirty beach comber? What's the big idea? Has his pride sprung a leak or something? Don't he know he's a Frazier, mebbe?"

"Says he'll make plenty money runnin' perishables into Chicago. He got her cheap."

"No price is cheap for that hooker! She's a filthy mud scow! It sort of chokes me up!"

But Dominick pumped money like bilge water out of his disreputable craft, made quick passages about the lakes, and in two years bought a larger vessel.

When his son, Little Dominick, was twenty-one, the father's house flag floated over seven dirty, overworked boats. Joe and Charley and Peter still captained proud carboats. Their sons were wheeling, or serving, already, as third officers. The three orthodox Frazier brothers never mentioned Dominick.

They saw his son often, however. He was likely looking enough, with the broad cheek bones of the Fraziers and his mother's dark eyes, and the loose-jointed Frazier habit of standing on outspread feet.



A score of times when<sup>900</sup> the wind yelled in the west and a dirty sea slopped over the breakwater, he trudged down into Mackiport harbor<sup>920</sup> with other townsmen to witness the alluring pageant of the carboats rolling in.

The daughter, Martha, too, had<sup>940</sup> been pointed out to her uncles, a pretty, dark girl with a manner foreign to this stubborn coast. But of Dominick<sup>960</sup> himself they saw nothing except occasional distant glimpses. He was too busy drumming up tonnage in<sup>980</sup> Chicago, or riding one of his dirty bottoms into Green Bay searching cargoes of perishables.

Too busy<sup>1000</sup> making money. The brothers knew that on some kinds of freight he was taking business away from the carboat line.<sup>1020</sup> Old Joe, watching Dominick's vessels from his own clean bridge, repaid him in windy curses. His rancor grew with his<sup>1040</sup> age; it was smothering even his stiff-necked old Frazier pride.

Then one morning Little Dominick came aboard the<sup>1060</sup> Number 9. Joe had just brought his vessel into the sheltered harbor of Mackiport. He put on his shore-going<sup>1080</sup> blue cap, took a stack of papers in his fist, and waddled heavily down the bridge ladder to the promenade. There<sup>1100</sup> Little Dominick awaited him.

"Morning, Captain."

"Mornin'," Joe said. Critically, he scrutinized his brother's<sup>1120</sup> son.

"I want to sign on," Little Dominick told him.

Joe rubbed his chin.

"Got enough wheelers," he muttered at last.

"I<sup>1140</sup> don't want to go wheeling. Been down to Valpo, studying. I'm in radio. Got my operator's ticket and<sup>1160</sup> thought you'd give me a job."

"Radio?" Joe repeated.

It took nerve for Dominick's boy to come here, asking a job!<sup>1180</sup> Why didn't he go to his father's dirty fleet? Joe knew why. Big Dominick's boats did not carry radio. Wireless<sup>1200</sup> cost too much money. Owners and shippers up and down the Lakes jeeringly called Dominick's fleet "The Economy<sup>1220</sup> Line." Not enough food, bad sleeping quarters, just enough men to keep within the law. No comforts, no<sup>1240</sup> society, no<sup>1260</sup> wireless.

And here was little Dominick asking for a radio job.

Joe said, "Why, mebbe." He started to<sup>1280</sup> contradict himself. Then halted. Why shouldn't he give Little Dominick the job? There was an opening here. But, why<sup>1300</sup> should he? Especially after the way Big Dominick had acted.

"Come on," he said at last, and led the way,<sup>1320</sup> silently, to the marine superintendent's office.

That's how Little Dominick went to the carboats, which his father<sup>1340</sup> had deserted.

He fitted quietly into the wireless shack, ate in silence at the officers' table,<sup>1360</sup> handled his job. He did not mention his father. Nor did Joe. He might have been a stranger, for all the attention<sup>1380</sup> Joe gave him. The old man accepted his brother's son just as he had accepted radio beacons or the gyro<sup>1400</sup> compass, without either enthusiasm or animosity, and with not more than a trace of<sup>1420</sup> curiosity.

Thus the summer passed, and cold winds, smiting the warmer water, in late October lifted the winter<sup>1440</sup> fogs. Passenger vessels tied up for the season. In November the grain and ore carriers sought port reluctantly.<sup>1460</sup> Only the carboats defied the dirty and treacherous winter lakes.

One blustery January night while<sup>1480</sup> the Number 9 was rolling in mid-lake, Joe passed Little Dominick's door at the forward end of the main

saloon,<sup>1500</sup> and he halted there, listening. He heard music within, so he paused only momentarily, then turned the knob. (1400)

## Just a Check-Up

From "Contact"

ONCE a month business firms prepare statements to see which way they are going. They add up their assets and liabilities<sup>20</sup> to see what the surplus shows. This concerns money—a valuable thing, to be sure, but how much less<sup>40</sup> valuable than human life!

How often do people add up their assets and liabilities of the more<sup>60</sup> important things of life—the things that money, as valuable as it may be, cannot buy? A nation can be no<sup>80</sup> better than its individuals. What are Americans doing to see whether they, as a people, are<sup>100</sup> improving?

Some years ago, a wealthy man interested in character education gave \$25,000<sup>120</sup> to experts to study some of the fundamentals. As the result of a long study, they evolved a<sup>140</sup> number of important traits for evaluation. Based on that list, with a few additions, the following list<sup>160</sup> should provide entertainment for a dull evening and perhaps suggest a few ideas for the future.

The game<sup>180</sup> is easy. On a sheet of paper copy the list. Draw two columns beside the list. If you feel you are good or<sup>200</sup> doing the best you can, rate yourself "5." If you feel you could do better, rate yourself "minus 5" in the other<sup>220</sup> column. Add up the two columns and find the difference for your character and personality trait rating.<sup>240</sup>

The list: Appearance. Voice. Education. Health. Vitality. Posture. Hard Work. Handling Difficulties. Eating and<sup>260</sup> Drinking. Disposition. Mental Acumen. Judgment. Memory. Self-Estimation. Tolerance. Imagination<sup>280</sup> and Vision. Courage. Stability. Tastes. Honor. Loyalty. Truthfulness. Attitude toward your family.<sup>300</sup> Attitude toward society. Attitude toward religion. Attitude toward money. Attitude toward time. Language. Hobbies<sup>320</sup> and Pastimes. Sense of Humor. (326)

## Tributes to Travelers

Whose cooperation and patience are helping  
so much in America's War of Movement

Issued by the New York Central System

THERE has been considerable praise of late for the way in which railroads have handled their wartime responsibilities.<sup>20</sup> Much of the credit should go to Army and Navy officials for their foresight and unflinching<sup>40</sup> cooperation. But we would be less than just if we did not also express our gratitude to our passengers whose<sup>60</sup> willingness to adjust their travel habits to wartime needs has done so much to help "keep 'em rolling."

TO MR. MCPHERSON  
for stopping by in person!

By stopping<sup>80</sup> in for information instead of making several telephone calls, many travelers are planning their future<sup>100</sup> trips with maximum efficiency and at the same time helping us to keep the telephone lines open.

**TO MR. PEEK**  
for planning his travel in  
the middle of the week!

The coöperation of passengers in scheduling their trips to avoid weekend congestion whenever possible<sup>100</sup> has been most gratifying. These midweek travelers obtain a better choice of accommodations and leave<sup>100</sup> weekend space for men on furlough.

**TO MRS. PICKETT**  
for the early date at which  
she bought her ticket!

We are glad to report that passengers are coming to the ticket office to<sup>100</sup> make reservations and buy tickets well in advance. This spirit of helpfulness allows us to allocate<sup>200</sup> equipment more efficiently and helps avert last-minute jams at the station.

**TO MR. GRANGE**  
for cancelling promptly  
when his plans change!

Here is another fine example<sup>200</sup> of how the considerate actions of our passengers serve the common good—prompt cancellation of unused<sup>200</sup> reservations makes possible someone else's trip. It prevents the waste of precious travel space.

**TO MRS. WHITE**  
for traveling light!

Nowadays, with both Pullmans<sup>200</sup> and coaches at near capacity, a minimum of luggage leaves more space in accommodations and<sup>200</sup> facilitates transfers. We are grateful that so many passengers are adopting the motto, "Traveling light is<sup>200</sup> traveling right!"

**TO MR. SKINNER**  
for not lingering at his  
table after dinner!

With train traffic increasing, and with no material available to build new cars, we must<sup>200</sup> serve a great many more meals per diner. Therefore, the consideration of passengers who leave their tables promptly<sup>200</sup> when they finish eating is very much appreciated these days.

**TO MR. TUPPER**  
for cheerfully accepting  
an upper!

The willingness of civilians to accept<sup>200</sup> accommodations other than those requested shows that they are aware of the railroad's wartime problems and<sup>200</sup> mindful that one of Uncle Sam's fighting forces may be occupying the space that they might have preferred.

**TO MR. TRIPPER**  
who isn't a passenger at all,  
but a shipper!

We include a tribute<sup>400</sup> to the shipper because we want everyone to know how helpful our shippers have been. By ordering<sup>400</sup> only the necessary freight cars, loading and unloading promptly, and loading to full capacity, they<sup>400</sup> are helping us to make maximum use of our equipment.

We know many others to whom we should like<sup>400</sup>

to pay similar tribute. Especially there are those whose "thumbs-up" attitude toward occasional wartime delays<sup>400</sup> and inconveniences is more important than he perhaps realizes. Such spirit is catching, and<sup>200</sup> cheers on those who are waging America's War of Movement. (510)

## Graded Letters

On Chapter 10

By CHARLES ZOUBEK

Dear Mr. McLain:

I am enclosing a signed contract and agreement for the printing of 500 record<sup>20</sup> cards to be used by the contractors of the Central Construction Company. I am inclined to believe that it<sup>40</sup> might be wise for you to submit proofs of the cards to our Advertising Department before you proceed with the<sup>20</sup> printing.

Because we are extremely anxious to have these cards before we begin work on the construction of the<sup>20</sup> new building for the Central Electric Company of Detroit, Michigan, we hope you will hurry the work along.<sup>100</sup>

Yours truly, (103)

Dear Mr. McNamara:

Thank you for writing us for information regarding our Paramount Electric<sup>20</sup> Floor Polisher. The Paramount Electric Floor Polisher contains several exclusive features that make it<sup>40</sup> the most effective instrument of its type on the market today. The polisher is distributed by our<sup>20</sup> dealers all over the country. Send in your order for a polisher at once—it is understood, of course, that<sup>20</sup> you can return it if you do not find it superior in every respect.

Yours truly, (97)

Dear Mr. McLiesh:

Thank you for returning the post card attached to the circular we mailed to you some time ago.<sup>20</sup> As you requested, we are sending you more information about the instruments in which you are interested.<sup>40</sup> From the booklet that is enclosed, you will notice that the instruments possess many exclusive features<sup>20</sup> that give them absolute supremacy in their field. Nothing has been overlooked in their construction.

In the booklet,<sup>20</sup> you will find the price of each instrument given. This price does not include the state sales tax. Your order for any<sup>200</sup> of these instruments will receive our immediate attention. Write us again if there is any other<sup>200</sup> information we can give you.

Yours truly, (128)

Dear Mr. McCabe:

Thank you for your contribution to the salvage drive. Our district has responded magnificently<sup>20</sup> to the call for scrap. The chairman has declared that it was an extraordinary effort. Your contribution<sup>40</sup> will help to destroy the Axis.

Yours truly, (49)

## Graded Letters

On Chapter 11

By CHARLES ZOUBEK

Mr. E. J. Smith, General Manager:

Enclosed is the comprehensive article describing domestic<sup>20</sup> conditions that you requested me to prepare in your telegram of a few weeks ago. Please

accept my<sup>99</sup> apologies for not having completed this assignment sooner, but several emergencies arose that I<sup>100</sup> could not foresee.

The gathering of the actual facts for this article was a difficult assignment. In<sup>101</sup> some localities I had to take drastic measures to secure the necessary information. If you would<sup>102</sup> like to have any modifications in the technical arrangement of the data in the article before<sup>103</sup> you publish it, I shall be available for consultation any day next week.

Yours truly, (138)

Dear Dr. Martin:

Have you considered subscribing to the Medical Journal, the magazine devoted to<sup>104</sup> the problems of medicine? You will be interested to know that a majority of the doctors in the<sup>105</sup> country are subscribers. They find that the technical information the magazine contains is very practical.<sup>106</sup> This month's issue, for example, contains a very fine article on fractures written by Dr. A. M.<sup>107</sup> McIntosh, who is a recognized authority on the subject. He describes a new method of treating compound<sup>108</sup> fractures—a method that is the result of many years of experimental work.

A subscription to the<sup>109</sup> Medical Journal is inexpensive—only \$4 for twelve issues.

Yours truly, (136)

Mr. Brown:

The assistant general manager has written me today that he is sending you, via the<sup>110</sup> New York Central, a shipment of 10,000 of the latest price lists. You will notice that because of the emergency,<sup>111</sup> we have made a drastic reduction in many of our prices. Also enclosed are 10,000 order<sup>112</sup> blanks that may be placed in the price lists when they are distributed. Do not neglect to point out to our patrons the<sup>113</sup> reduction in our prices. Emphasize that orders should be in early as our stock is limited.

Yours truly, (100)

## Graded Letters

On Chapter 12

By CHARLES ZOUBEK

Dear Mr. Smith:

This morning my secretary placed on my desk the reports of the salesmen from New York, Chicago,<sup>114</sup> and Buffalo. I am sorry to say that these reports are a distinct disappointment.

In the first place, the<sup>115</sup> New York salesman made several specific promises to the Wholesale Manufacturing Corporation of<sup>116</sup> New York that we obviously shall not be able to fulfill. It will be only good fortune that will save us<sup>117</sup> from litigation over this matter. I suggest that, as sales manager, you discuss these promises with the<sup>118</sup> executives of the Wholesale Manufacturing Corporation to see whether or not the matter can be<sup>119</sup> brought to a satisfactory conclusion.

The salesman from Buffalo exercised poor judgment when he did not<sup>120</sup> check the freight rates between New York and Buffalo before he quoted a price on our goods to the American<sup>121</sup> Manufacturing Company. In all probability, we shall have to take a loss on the transaction.

I<sup>122</sup> would not go so far as to recommend that you ask for the resignation of these salesmen because good men are<sup>123</sup> scarce today. But I think we would be neglecting our duty if we maintained silence after reading these reports.<sup>124</sup>

Yours very truly, (224)

Dear Mr. Jones:

I was asked by a distinguished attorney to report

the bankruptcy proceedings that will take<sup>125</sup> place in the civil court on Friday. Unfortunately, because of a number of unavoidable circumstances<sup>126</sup> that will take me to Toronto, it will be impossible for me to take the assignment. Inasmuch<sup>127</sup> as you are free on that day, would you be willing to substitute for me? If so, telephone me at my headquarters<sup>128</sup> on Main Street and I shall notify the attorney that you will be there. For each day's session you will receive<sup>129</sup> \$15. The case may last ten days. I hope it will be possible for you to accept the assignment.<sup>130</sup>

Sincerely yours, (122)

## Origin of American Military Insignia—Arms and Services

Prepared by U. S. Army Information Service

THE oldest current insignia is the shell and flame of the ORDNANCE DEPARTMENT, adopted in<sup>131</sup> 1832 to be worn in gold embroidery on the skirts of long coats by Artillery and Ordnance<sup>132</sup> officers. Four years later buttons of Ordnance officers bore crossed cannons and shell and flame design. In<sup>133</sup> 1851 the shell and flame was removed from Artillery uniforms. Since then it has been confined to Ordnance.<sup>134</sup> This device came from the British, where, under the name of "grenade," it has long been the badge of Royal Engineers,<sup>135</sup> Royal Horse Artillery, and the Grenadier Guards.

Next came crossed cannons of ARTILLERY which have been in<sup>136</sup> continuous use since 1834, when they were placed on regimental colors. In<sup>137</sup> 1836 they were adopted for the uniform, although shared with Ordnance, as the latter had crossed cannons<sup>138</sup> on its buttons until 1902. Prior to 1901, Artillery was organized into<sup>139</sup> regiments, and regimental numbers were placed in a medallion in the center of the crossed cannons. In that<sup>140</sup> year regimental organization was abolished, and officers of the FIELD ARTILLERY replaced numbers<sup>141</sup> by a wheel, those of the COAST ARTILLERY by a projectile. The latter remains, but in 1907,<sup>142</sup> when the Field Artillery was again organized into regiments, it abandoned the medallion<sup>143</sup> and placed regimental numbers above crossed cannons.

The next oldest insignia is the castle of ENGINEERS,<sup>144</sup> which appeared in 1840 as a cap ornament. It was silver, encircled by a gold wreath<sup>145</sup> of palm and laurel. For a few years prior to 1840, Engineers used a gold star enclosed in<sup>146</sup> a wreath. The same device, omitting the wreath, was adopted for Dragoons, first organized in 1833.<sup>147</sup> The gold star continued as the Dragoon device until 1851 when the crossed sabres<sup>148</sup> of CAVALRY replaced it. The mounted rifle regiment, changed to 3rd Cavalry in 1861,<sup>149</sup> had a gold trumpet for insignia, and two Cavalry regiments, organized in 1857<sup>150</sup> (they became the 4th and 5th Cavalry in 1861), used crossed sabres with the cutting<sup>151</sup> edge down instead of up as the Dragoons had it, and as it is now used by all Cavalry.

The caduceus<sup>152</sup> of the MEDICAL DEPARTMENT appeared first in 1851 in the form of a cloth sleeve<sup>153</sup> insignia worn by Hospital Stewards. It disappeared in 1887, being replaced by<sup>154</sup> the Cross of the Geneva Convention, the familiar Red Cross, which was taken from the Swiss Flag with the colors<sup>155</sup> reversed. Officers of the Medical Department long used the letters "M. S." in Old English characters within<sup>156</sup> a laurel wreath. In 1872 they changed to "M. D." This lasted until 1890,<sup>157</sup> when Medical

Officers wore a gold shield of the United States for six years. Then came the Cross of the<sup>560</sup> Geneva Convention which lasted until 1902, when the caduceus, emblem of physicians<sup>580</sup> for more than 2,000 years, was adopted as the insignia of the Medical Department.

In<sup>600</sup> 1868 came the crossed flags of the SIGNAL CORPS, worn at first only by enlisted men on the sleeve. The<sup>620</sup> torch was added in 1884, giving the present insignia. In 1872<sup>640</sup> came the shield of the ADJUTANT GENERAL'S DEPARTMENT, which was then worn in silver so that there would be<sup>660</sup> no conflict between it and the gold shield worn by medical officers between 1890 and<sup>680</sup> 1896.

In 1875 came the crossed rifles of the INFANTRY. The first<sup>700</sup> Infantry insignia was a silver bugle. This lasted from 1832 to 1851,<sup>720</sup> when it was changed to gold. Musicians continued to wear the bugle as a collar ornament until<sup>740</sup> the World War. The connection of the bugle with Infantry is long standing. Many Infantry regiments<sup>760</sup> of the British Army today use a bugle for a regimental badge. Tradition ascribes its origin<sup>780</sup> for this purpose to the days of Robin Hood and his band of foresters, all dressed in Lincoln green and equipped with<sup>800</sup> bugles to summon their comrades when help was needed.

In 1877 the crescent appeared<sup>820</sup> as the device of the Subsistence Department. This is no longer in use, as that department was combined with<sup>840</sup> the QUARTERMASTER CORPS in 1910. In 1885 we find the first trace of Quartermaster<sup>860</sup> Corps insignia—a key and pen worn by QM sergeants only. In 1896 the<sup>880</sup> wheel and eagle were added, making the present insignia, which became the device for the entire Quartermaster<sup>900</sup> Corps. Prior to that time, Quartermaster officers had worn the letters "Q. M."

The same year saw the advent<sup>920</sup> of the Pay Corps device, a diamond. Like the Subsistence Department, the Pay Corps was combined with the<sup>940</sup> Quartermaster Corps in 1910 and the diamond disappeared, but in 1920 it was<sup>960</sup> reestablished as the insignia of the new FINANCE DEPARTMENT. The letters "P. D." had been in use by<sup>980</sup> Paymasters before 1896 and "S. D." by officers of the Subsistence Department.

In<sup>1000</sup> 1890 there appeared two new devices, the wreathed sword and pen of the JUDGE ADVOCATE GENERAL'S<sup>1020</sup> DEPARTMENT and the wreathed sword and fasces of the INSPECTOR GENERAL'S DEPARTMENT.

In 1898<sup>1040</sup> a Latin cross in silver was adopted for CHAPLAINS. Before that date they used a shepherd's crook on their shoulder<sup>1060</sup> straps without any other insignia of rank. In 1918 a new insignia was<sup>1080</sup> adopted for Jewish Chaplains, a Mosaic tablet surmounted by the Star of David. In 1901<sup>1100</sup> the ARMY NURSE CORPS was established and its insignia was the cross then worn by the Medical Department,<sup>1120</sup> in green enamel with a gilt edge. Now the Nurse Corps has the Medical caduceus charged with the monogram<sup>1140</sup> "A. N. C."

The insignia of CHEMICAL WARFARE SERVICE consists of crossed chemical retorts with a<sup>1160</sup> hexagonal figure known as a benzol ring, a diagrammatic method used in chemistry for representing<sup>1180</sup> benzene. That of the AIR SERVICE is appropriate and needs no explanation. In 1902<sup>1200</sup> came the present device of PROFESSORS at the Military Academy, AIDES to General officers,<sup>1220</sup> and that of the BUREAU OF INSULAR AFFAIRS. In 1904

the GENERAL STAFF was created by<sup>1240</sup> law and the present insignia adopted.

In ordinary times all officers are commissioned in some<sup>1260</sup> branch of the Army, so there is always an insignia for them. But in the World War many officers were<sup>1280</sup> given commissions in the Army of the United States and then assigned to SPECIALIST duties for which no<sup>1300</sup> particular device was prescribed. To provide for such cases a special insignia was adopted—the<sup>1320</sup> coat of arms of the United States enclosed in a ring. (1330)

## When We've Won the War

*From The Kalends of the Waverly Press*

HOW are we going to find jobs when the war is over? That's a thought in the minds of millions of men and women<sup>30</sup> who are now working in defense factories all over the country. What will happen to them when America<sup>40</sup> beats its swords into plowshares?

Industry is tackling that problem right now, along with the dozens of other problems<sup>60</sup> created by defense production itself. It is laying plans for a speedy change-over to increased<sup>80</sup> civilian manufacturing when the war is ended.

Even while busy turning out more and better armaments,<sup>100</sup> it is studying defense inventions, trying to figure out peacetime applications for them. At the same time<sup>120</sup> it is continuing its customary research on civilian articles. New products of every<sup>140</sup> description are being developed—developed right up to the point where they can be put on the market. Only, instead<sup>160</sup> of going on the market now, they are being stored away on the shelf. When the war ends, they will be brought out<sup>180</sup> and put into production immediately.

Facts like these indicate that industry, as usual, is doing<sup>200</sup> its job today and planning ahead for its job tomorrow. And when tomorrow comes, it will have many new<sup>220</sup> articles to manufacture. It will be able to create new jobs and give us all more of the comforts and<sup>240</sup> conveniences of life that we Americans want. (249)

## Special-Form Review Letters—IV

By JANE H. O'NEILL, A.B.

*(Practice the forms for the following words before drilling on the letters given)*

*doctrine, emphasize-emphasis, energy, English, entitle, estate, exchange, execute, exercise, familiar, fault, fortune, freight, fulfill, glorious, God.*

Dear Grace:

I am sending you the English exercise that is to be written for class on Tuesday. Emphasis is<sup>30</sup> placed on questions two and five. You are so familiar with the work, that I feel you will have no trouble in completing<sup>40</sup> the exercise.

Save your energy so you can return to school soon.

Sincerely, (55)

Dear May:

I wish you would plan to exchange a visit with us soon. We are having glorious days here at the seashore.<sup>20</sup> It is our good fortune to have a cottage near the beach, so we get our exercise by going swimming<sup>40</sup> every day. I am afraid that we make ourselves rather conspicuous with our good times.

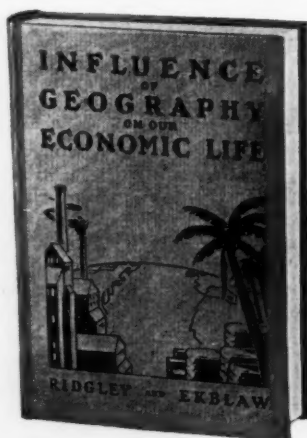


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You are familiar with<sup>90</sup> the roads, so why not drive down?

Sincerely, (67)

Dear Mary:

I am going to make that visit you wrote about. I need some exercise, and the swimming sounds too<sup>20</sup> attractive to let go by; so I'm afraid you are to have me on your hands for the coming week-end.

Sincerely,

May (40)

Dear Sir:

Your freight agent claims that the automobiles cannot be shipped until Form B has been signed. At the conclusion<sup>30</sup> of my conversation with Mr. Garey, he emphasized the fact that all matters would be executed<sup>40</sup> properly.

I have had good business with your company for many years, and I now feel that I am entitled<sup>60</sup> to every service.

Very truly yours, (68)

Dear Sir:

The Indian gods that you desire for display have been received by our office. We were fortunate in<sup>20</sup> being able to get them with comparatively little trouble. Great care must be exercised in handling them,<sup>40</sup> for they are rather fragile; however, I am sure you are familiar with that part.

You may call for them at any<sup>60</sup> time before 5.

Yours truly, (66)

Dear Sir:

I have for rent the large estate owned by Mr. Mark. I think you are familiar with its location. If<sup>20</sup> you care to see it, I shall be glad to show it to you.

Yours very truly, (34)

Gentlemen:

I wish to exchange the English book entitled "Familiar Faults of English," which I purchased from your<sup>20</sup> firm.

I have examined the book very thoroughly, and feel that it will not fulfill the needs of our school.

Yours very<sup>40</sup> truly, (42)

Dear Mr. Trent:

Last month when your uncle's will was executed you were notified to the effect that you had<sup>20</sup> become heir to an English estate and a comparative fortune. As your attorney, may I emphasize the<sup>40</sup> fact that you are entitled to exercise authoritative rights at Christmas. In order to fulfill the<sup>60</sup> curious conditions of the will without fault, and to avoid disagreements and arguments, I shall ask you to<sup>80</sup> devote all your energy to bringing your business affairs to a conclusion so that you may be in this country<sup>100</sup> by December.

Yours truly, (106)

Dear Sir:

The English citizen exchanged his fortune for an estate in this country. He emphasized the fact that<sup>20</sup> he was not familiar with the commercial world here, but that he would exercise every possible means in<sup>40</sup> order to devote himself to the glorious task of becoming an ideal American.

I hope he<sup>60</sup> will be able to fulfill his desire.

Yours very truly, (71)

THE DEVELOPMENT and use of "broad band carrier telephone systems," has enabled the Bell System to provide<sup>20</sup> many vital long distance circuits without increasing the demand for copper. These "carrier" channels carry<sup>40</sup> voice currents over the existing wires at different wave lengths than that of the normal voice channel, and permit<sup>60</sup> as many as twelve simultaneous telephone conversations over four copper wires. (77)

## Actual Business Letters

### A Subscription Department Follow-Up

Mr. James J. Lake

511 W. Fourth Street  
Leavenworth, Kansas

Dear Mr. Lake:

This is the last time<sup>20</sup> that I will be able to offer you a savings of \$3.50 on your renewal to our<sup>40</sup> picture-news magazine, the weekly that everyone is reading. Our special long-term offer of \$10<sup>60</sup> for three years or \$7.50 for two years must be withdrawn by the first of February, and<sup>80</sup> I doubt very much whether rates as low as these can be made again in the future.

Now that your subscription will<sup>100</sup> soon expire, we hope that you will think back over the past year to the many hours of interesting reading you<sup>120</sup> derived from our picture-news. The magazine has brought you word-and-picture reports from all the scenes of action as<sup>140</sup> the war spread around the world—from the Philippine Islands, from the decks of warships, from planes high over Germany,<sup>160</sup> from the scarred battlefields of Russia—and now from the fighting front in Africa.

Our pages have carried, too,<sup>180</sup> many articles reporting the strides this country is making in production, such as the world has never known<sup>200</sup>—in shipyards, in steel mills, in tank assembly lines, in plane factories, as well as in the wide, rich expanses of<sup>220</sup> our farm lands.

We took you into laboratories and schools and museums, to see the progress of science and<sup>240</sup> education and art. We took you into homes, to meet typical wartime families. We took you to see new<sup>260</sup> movies and showed you fighting men and civilians at play.

To assure yourself of the even wider coverage<sup>280</sup> of world events we are planning for our readers during the coming months, I am confident you will check the<sup>300</sup> enclosed renewal card and return it to me. Please do it today, so that your order can be entered at the<sup>320</sup> special savings rates.

Cordially yours, (326)

## By Wits and Wags

VISITOR: I suppose, Jimmie, that you are expecting Santa Claus to fill your stockings with all sorts of nice presents?<sup>20</sup>

James: Assuredly not! I threw the Santa Claus myth into the discard years ago. I have no sympathy<sup>40</sup> with those, either young or old, who are obsessed by such an antiquated and obsolete complex. (57)

• • •

MOTHER: I don't believe you are trying very hard in school.

Johnnie: Yes, I am. Teacher says I am the most trying<sup>20</sup> boy in the class. (24)

• • •

A LEADING CREDIT EXECUTIVE who sends out his letters "dictated, but not read," dictated the following<sup>20</sup> paragraph to his stenographer: "You can use your own judgment in extending credit to Mr. Blank. With us<sup>40</sup> the sky is the limit."

The man who received the letter found the paragraph read thus: "You can use your own judgment<sup>20</sup> in extending credit to Mr. Blank. With us this guy is the limit." (73)

THE PROSPECTIVE TENANT had inspected the bathroom, coal cellar, and all the other conveniences of the flat,<sup>30</sup> and expressed himself satisfied.

"Have you any children?" asked the caretaker.

"I have."

"Then you can't have the flat."

"But<sup>40</sup> you don't understand. My youngest child is thirty years old and lives in Australia, and the other two are in<sup>50</sup> England."

"That makes no difference," said the caretaker, "I have orders not to let this flat to anyone with children." (80)

"SAY, waiter, this coffee is nothing but mud."

"Yes, it was ground this morning." (13)

## Think First of Service

(O.G.A. Contest Copy and December Membership Test)

HENRY FORD said in his "Life and Works" that what he realized most about business was that thinking first of money<sup>20</sup> instead of work brought on fear of failure, and this fear blocked every avenue of adventure. It made a man<sup>30</sup> afraid of competition, of changing his methods, or of doing anything which might change his condition. The<sup>40</sup> way to bettering his business is clear for anyone who thinks first of service—of doing the work in the best<sup>50</sup> way possible.

The man who does his daily task because he has to, not because he wants to be of service or<sup>100</sup> to improve himself, must lead a lonely, dismal sort of life. I can fancy digging a trench, building a road, or<sup>120</sup> taking cattle to the creek for water, and liking it. I can teach and thrill at the sight of eagerness and zeal<sup>140</sup> in the eyes of the young. Yes, I can like the work I am called upon to do. (154)

## To Her Hero

(December Junior O. G. A. Test)

Dear Jack:

The papers were full of stories of your daring in that famous rescue. I am feeling so happy and<sup>20</sup> glad that you came through it all well and unharmed.

Your mother and dad cried for joy after it was reported that you<sup>40</sup> were safe. Before that they were terribly worried and grieved a lot, which is natural I suppose.

I knew you<sup>60</sup> would come through it with banners flying and I was not scared. Let me know how it feels to be a hero.

As always,<sup>80</sup>

Marie (81)

## December Transcription Practice

Dear Customer:

Don't let them forget you!

Businessmen, these days, are torn between two desires: one, to economize<sup>20</sup> in such a fashion as to permit survival for the duration; the other, to maintain Good Will so effectively<sup>40</sup> that there can be no blackout of the name of their business when the war ends.

America is at war and guests<sup>60</sup> realize your inability to maintain all the refinements to which you have accustomed them. But if there<sup>80</sup> are labor and equipment shortages; if you have problems resulting from shortages in certain food items<sup>100</sup>—all the more reason for using all available service refinements.

Don't ration Good Will. Don't take your customers<sup>120</sup> for granted! Good food attractively served tastes better. Create a preference for eating at your place of business.<sup>140</sup> Even if you have never used Holiday doilies and napkins before, this is the year to start.

Use colorful,<sup>160</sup> timely paper place doilies in place of linen. Your guests will like it—and you will save money and build Good Will<sup>180</sup> into the bargain.

Cordially Yours, (186)

To All Employees:

It is simple arithmetic to figure that, when you pay \$18.75<sup>20</sup> for a \$25.00 War Bond, you will get \$4.00 for every \$3.00 you invest; that spending<sup>40</sup> this amount twice will net you \$50.00, instead of \$37.50; and that there is<sup>60</sup> no percentage in contributing anything less than 100% of your possible effort toward<sup>80</sup> VICTORY, which is still our biggest problem for tomorrow.

Just how many "tomorrows" will arrive before VICTORY,<sup>100</sup> will be largely answered by what you and I do today. By increasing your Pay-roll Allotment now up to<sup>120</sup> 10% (or by making an initial allotment, if you are one of the very few who haven't), you can<sup>140</sup> help to eliminate some of the costly tomorrows which still lie between us and our Victory, Peace, and Future<sup>160</sup> Security!

Sincerely, (166)

## What Two Teachers Say About the B.E.W. Transcription Tests

(For this month's tests, see page 219)

"I think the transcripts are valuable because they are functional. This test approximates the standards set by employers. We plan to give them every month."—*Ruth Bell, Rhodes High School, Cleveland, Ohio.*

"In the three months that I have given this test, my students have developed an added interest in transcription, and I am now going to use it regularly to help as a stimulus for mailable matter in our daily work."—*Mrs. Elsie E. Johnson, American Business College, Wichita, Kansas.*

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